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ABSTRACT

The Wisconsin Child Care Improvement Project's (WCCIP) community-based approach to building child care capacity is described in this document. The WCCIP assists Wisconsin communities in their efforts to increase the availability and accessibility of quality child care. The work provides a rationale and identifies needed resources and information. Also discussed are the topics of: (1) needs assessment; (2) approaches to obtaining community involvement; (3) planning as a process; (4) implementation of capacity-building strategies; and (5) program evaluation. Seventeen appendices provide related materials, including sample forms, information sheets, a job description, a list of resource organizations, and a press release. A list of WCCIP consortium members and staff includes their affiliations, addresses, and telephone numbers. (RH)

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A Community-Based Approach to Building Child Care Capacity

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A COMMUNITY-BASED APPROACH

TO BUILDING

CHILD CARE CAPACITY

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A Community-Based Approach to Building Child Care Capacity

PREFACE

The Wisconsin Child Care Improvement Project (WCCIP) began in 1985 with a grant from the state of Wisconsin Department of Health and Social Services to start up and expand child care services in targeted counties of the state and to encourage employers to support the child care needs of their employees. Since that time, the WCCIP has expanded to assist in school-age child care planning and development, development of Child Care Resource and Referral Centers and child care capacity building services to additional counties and Indian Tribes within the state. Federal, state and private funding sources support these increased services.

The mission of the WCCIP is to assist communities to increase the accessibility and availability of quality child care services for Wisconsin families. To this end, a **community-based approach** has been followed consistently in WCCIP program activities.

Too often, technical support services descend upon a community with a bag full of training and technical assistance that has been designed in a project office far, far away. Too often, these services are ineffective. It has been the goal of the WCCIP to serve as a catalyst, as a facilitator to local change. To that end, the WCCIP has invited participation of local community representatives and offered its services to assist them in meeting the child care-related needs identified by the local community. This community-based approach has proven effective in meeting local needs and in increasing the supply of child care services.

A Community-Based Approach to Building Child Care Capacity

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CHAPTER ONE: WHY A COMMUNITY-BASED APPROACH TO CHILD CARE?

The Wisconsin Child Care Improvement Project (WCCIP) assists Wisconsin communities to increase and improve the availability and accessibility of quality child care for its families. The WCCIP utilizes **Community Child Care Planning Committees**, a community-based approach, as the backbone of its efforts of technical assistance. Since its inception in 1985, the Project has facilitated child care planning committees in seventeen counties and three Indian Tribes across the state of Wisconsin; additionally, it has helped community task forces establish school-age child care programs in fifteen communities and has assisted five counties to establish Child Care Resource and Referral Centers. Without the base of local community support, involvement and direction, the efforts of the Project would be short-lived and significantly minimized. Some of the reasons supporting this approach are presented here.

Child Care is a Broad-Based, Community Issue

Child care is an **economic** issue; quality child care enables families to work or seek training or look for employment. Child care is an **educational** issue; high quality child care may enhance children's educational gains and may deter later problems in elementary school and adolescent years. (Schweinhart, 1986). Child care is a **social** issue; finding quality child care has been shown to be a major deterrent to low income families seeking or obtaining employment. Poor quality child care is harmful to children; quality child care may assist their growth and development. (Morgan, 1986) An effective child care planning committee must have representation from the business community, the educational community and from the social or human service community.

People Are Committed to Those Things Which They Have Developed

It is commonly known that the greater the degree of involvement in the decision making process, the greater the degree of commitment adults will have to the decisions made. A community child care planning committee meets at their discretion to assess local child care needs, local child care capacities, and to plan strategies to increase the availability of quality child care for their community. If the WCCIP were to impose a set of plans or resources on any community, it would take significant time to develop the trust of the community and then additional time to persuade their support for those activities.

Local People Usually Know Best What Will Work in their Local Community

In every county that the WCCIP has served, different strategies have emerged. The issues of recruiting child care

providers, of public education about choosing quality care, of training for child care providers, of adequate funding to enable parents to afford quality care have arisen in each area. The methods for dealing with those issues have been unique to each county. Local residents know which radio station people of child bearing age listen to, they know where to suggest placing recruitment flyers; they know whether a recruitment forum should be held in the courthouse, the library or a provider's home. The Project staff played a vital role for the group by bringing background information, expertise on child care issues, and the capability to facilitate a group process, but the local groups knew best what would work.

Local "Movers and Shakers" Work in a Variety of Occupations

Whether the "community" is a neighborhood of a large city or the entire county in a rural area, the people who thrive as catalysts for change come from various walks of life. The experience of the WCCIP has been that the success of a Community Child Care Planning Committee usually comes down to whether or not the active members of any community have been enticed to become involved in the Committee work. In some cases it has been a dynamic child care program director or family day care provider; in other cases it has been a competent University Extension Home Economist; in other communities it has been a social worker; in other communities, it has been a parent; in another county, it was the preschool special needs teachers of the public schools; and in other areas, it has been the commitment of the newspaper editors. By only bringing together child care providers and parents of young children, the influential forces may be under-utilized.

On-going, Gradual Change Will Occur if a Broad Base of Support is Established

In some counties, the impact of increased child care capacity continueD to occur in years after the Project's service. In most areas, the Committee provided a opportunity for potentially opposing forces to meet. In one county, child care providers complained about the lack of county spending of its child care tuition assistance funds; the county staff recognized the importance of that funding item and worked with the providers to identify a workable system for expending the funds. In another area, providers complained of the need for training; the technical college worked closely with them to design the logistics and topics and for the first time, the courses were filled. Press releases regarding each committee meeting help keep the entire community abreast of the Committee projects. There are then no surprises when a survey on school-age child care needs is brought to the public school for a joint effort.

Community-Based Efforts Result in Long Term Commitment

Child care is a national issue today. It will continue to be one for many years. Most parents of young children struggle with Child care needs for only their early years of life, such as to age ten. The child care field is facing a staff turnover rate of more than 42% per year nationally and as high as 80% among family day care providers. (National Commission on Working Women, 1985.) One person alone may create significant change; however, that person may move on to other work, other needs in a year. A broader group of community members will ensure that some people will still be concerned about educating the public about child care issues in five years from now.

CHAPTER TWO: WHAT RESOURCES AND INFORMATION WILL BE NEEDED?

The WCCIP utilizes its Consortium member expertise to identify what resources are available for child care start-up and improvement, what resources can be adapted and what resources might need to be developed. Most importantly, existing resources are studied and evaluated with local community child care planners and their suggestions and requests yield the development of new strategies.

Rule One: Don't Re-Invent Any Wheels

Assess the national, state and local resources available to child care providers. Study the following areas.

What training conferences are available to child care providers? Who offers them? Where are they offered? How frequently are they offered? Are they offered at a cost affordable to all providers? Do they meet provider needs?

What print materials are available to child care providers? Are there recruitment materials from Child Care Resource and Referral Centers? Are their resources for newly operating programs? Are there materials for professionals at advanced levels of child care evaluation and improvement? Are the materials easily accessible at the local or statewide level?

What consultation services are available for child care providers? Is a program of on-site consultants available statewide? Are there places for child care providers to obtain telephone consultation?

Are there newsletters addressing child care issues and training topics available? Check with local, state and national professional organizations. Does the state or or county human service department prepare any? Do they address the topics of interest to local providers?

Is child care related data collected and analyzed by some source in your state or in local areas? Is there a statewide network of Child Care Resource and Referral Centers that tracks the child care supply and demand? Does a technical school system track child care provider training requests? Does an agency track business development requests regarding child care start-up? Is there a collection of child care funding sources in your state or community?

Are there media tools available? Has a group produced child care public service announcements or press releases? Is there a listing of all radio, television and newspapers in your state or area? Have child care advertisements been marketed or developed? Are there video tapes for public education presentations or provider education?

Rule Two: Adapt

Assess the quality of the resources available. Scrutinize whether or not they meet the demands of child care programs not whether or not they fit your own style. Do they reflect the cultural diversity of the community?

Identify gaps in resource topic availability. Consider the following topic areas:

* Child Care Start-Up or Recruitment for Group and Family Child Care
* Quality Child Care Enhancement
* Funding of Child Care
* Public Education or Information on Child Care

Identify gaps in accessibility. Can providers in outlying rural areas have access to printed resources or are they only available through a city-based lending library? Are all media, data collection and consultation services available throughout the state or only in pocket areas?

Seek ways to adapt existing resources. Could the Department of Development establish a hotline for funding for child care business start-up or expansion? Could a Child Care Resource and Referral Center expand its service delivery area without compromising quality? Could a statewide resource library be established? Could a poster for starting family day care be adapted to encourage child care group start-up as well? Could print materials be adapted to add current information? Could training conferences be offered in rural areas as an option or could they be based on a training needs survey? Could you adapt a statewide brochure on choosing child care to include your local Child Care Resource and Referral Center address? Could materials from other states be revised to include your state or county-specific information?

Rule Three: If All Else Fails, Carefully Design, New Tools

Develop a priority list of needed resources. Seek input and comment from a diverse group of early childhood professionals throughout your state or county or service area. Then prioritize your list of needed resources and set a realistic timeline for the development and review and publication of those resources:

Needed Resource	Who Will Design?	Who Will Review	Date Ready

HINT: Once you establish a "Date Ready" add six months to your original projection!

The Wisconsin Child Care Improvement Project has, over the past four years, developed many valuable, carefully thought-through child care resources. Each took longer than originally anticipated and each was better than originally expected! The need for each resource surfaced as a result of the community child care planning committee process. The resources are briefly described here:

* **WCCIP Child Care Start Up Packet**: A set of over 22 fact sheets addressing the start-up of group and family child care from family child care taxes to supervising child care staff to liability insurance.

* **The ABC's of Starting School-Age Child Care**: A set of over ten fact sheets on planning and developing school-age child care from establishing a planning committee to SACC in family day care to curriculum issues.

* **WCCIP Child Care Press Kit**: A set of background information sheets for the press on child care in Wisconsin and a set of sample press releases and feature stories for child care providers to utilize.

* **WCCIP Computerized Consultant Pool**: A computerized listing of qualified child care consultants who can assist local programs or provide workshop presentations; listed through a Consultant Application (Appendix A)

* **WCCIP Computerized Resource Bank**: A computerized listing of child care written materials produced and available within Wisconsin.

* **WCCIP Child Care Funding Directory**: A listing of loans, grants, reimbursements, and cost-saving resources for child care programs in the state.

* **WCCIP Computerized Child Care Funding Bank**: A computerized listing of state, national and local foundations who have an interest in child care and early education; available through telephone consultation.

* **Child Care Resource and Referral Center Information Sheets**:
A series of information on planning and developing a CCR&R in Wisconsin.

* **Child Care Issues Facing Rural Wisconsin**: A study paper identifying thirteen child care policy issues facing Wisconsin counties served by the WCCIP in its first four years.

* **Child Care Supply and Demand: A Forecast for Wisconsin Through 2000**: A listing, by county, of the child care supply in 1988 and the existing and potential demand for child care by working parents and potential welfare reform program participants.

* **Child Care Supply and Demand in Wisconsin: A Closer Look:1989**
A summary of the data collected by Wisconsin Child Care Resource and Referral Centers, an analysis and recommendations.

* **Child Care Start-Up in Wisconsin: A Closer Look: 1989**
A report of a survey to over 400 persons who received assistance from the WCCIP to study the barriers identified and assistance necessary to starting a child care business.

NOTE: None of these resources duplicate existing materials. For example, a newsletter has not been developed but potential articles are submitted to all early childhood professional organization newsletters in the state and local providers are encouraged to become a member in at least one professional group.

CHAPTER THREE: HOW IS THE NEED FOR CHILD CARE IDENTIFIED?

Decisions of target areas to serve are often made for a variety of reasons, with funding sources often playing a large part. The need for increased availability and accessibility of quality child care is being faced by nearly every community across the United States today. After obtaining adequate information on the supply and demand of child care, the following components must be prioritized to determine the community(ies) to be served:

* Need for increased child care services;
* Potential for positive impact on the community.

The WCCIP has worked with federal, state and private funding sources to define its service delivery areas. Several factors are considered. First, a study of the supply and demand data is completed; next a "key informant" style needs survey is conducted at the local level; and finally, information on the economic, educational and social programs is collected. The information is then compiled in a local Child Care Fact Sheet.

Step One: Obtain Child Care Need Data

In 1988, the WCCIP studied, by Wisconsin county, the supply and demand of regulated child care (**Appendix B**). That data collection effort was based upon a study by the University of Chicago for the Illinois Department of Child and Family Services. (Costello, 1986) Using population projections compared to 1988 licensed capacity, the paper explored the potential demand for increased child care capacity at the infant/toddler level, the preschool child level and the school-age child level through the year 2000. While the paper suggests trends, the comparison of 1988 licensed capacity to 1990 child care demands has proven to be a valuable tool to target need for child care. Each area or state will be limited by the data collection effort currently available in their locale. A **Child Care Resource and Referral Center** can prove very valuable in tracking the demand and supply of child care. A summary of the **Wisconsin Child Care Resource and Referral Center** supply and demand report for one year is presented in **Appendix C**.

The supply and demand data must be tempered with other initiatives and support services. The WCCIP looked at each of the following elements when studying a particular potential county:

* Regulated child care capacity
* Potential demand for market care by working parents
* Potential demand for child care by welfare reform initiatives
* Potential demand by teenage pregnancy rate and accompanying educational programs

* Availability of school-age child care and potential interest
* Level of provider education activities
* Existing support services, such as a Child Care Resource and Referral Center or a local professional early childhood organization
* Percent increase of working women with children under six from 1970 to 1980 Census
* Unemployment rate change from 1980 to present
* AFDC caseload per thousand.

These factors are checked to determine the rate of increase in child care demand over the past decade, the success of the local community in creating resources to meet and to support that demand, and the potential level of increased need for child care. Again, each community must consider any special public or private initiatives that may affect the child care supply and demand.

Counties or communities that score highest in level of need should be further explored at the local level.

Step Two: Implement a Key Informant Needs Survey

Briefly presented here are the three questions to explore: Who should be surveyed? How should they be contacted? What questions could they be asked?

Who should be surveyed? While this may vary from community to community, the WCCIP included the following groups of persons in some or all of the counties served:

* Early Childhood Program Directors
* Family Child Care Providers
* Social or Human Service Department Directors
* Public School Teachers
* Tribal or Local Government Policy Makers
* Tribal Elders or Key Community Leaders
* Major Employers
* County University Extension Home Economists
* County University Extension Business Development Agents
* Elementary school and hospital receptionists
* Chambers of Commerce
* Employment Service Agencies.

How should they be contacted? Personal contact is by far the most valuable method with the best long-term results. Travel costs sometimes prohibit that opportunity. A good process will help make the most of the discussion time available to you whether in person or on the telephone:

* Letter of introduction to your project
* List of survey questions to be discussed
* Follow-up telephone or in-person interview
* Thank-you letter with summary of survey results.

What questions could be asked? When every child care provider tells you, immediately, "I'm not filled up to capacity so we sure don't need more child care!" a good set of interview questions will be of great assistance to you! Here are some to consider:

* Do you feel there is a substantial amount of illegally unlicensed child care in your community?
* Do you feel there is sufficient infant/toddler care for parents who need it?
* Do you know of any school-age children who go home alone after school hours?
* Do you feel there is sufficient evening/night child care?
* Do you feel there is sufficient sick child care?
* Do parents of children with disabilities have difficulty finding care for that child?
* Do you know of any parents who have had difficulty in finding adequate child care for their children?
* Do you feel parents in your community are satisfied with the quality of child care they purchase?
* Are there any other questions or comments you wish to suggest?

After checking with various people in each community, you will be able to prioritize two things.

* The level of need for child care in the community.
* The level of commitment or interest in child care issues evidenced in that community.

You may also likely find that all communities have great need and all communities have great concern for child care. Other factors, such as alternative funding sources, expanding your services, geographical diversity, demographic diversity may then enter your decision.

Step Three: Collect Information about the Social, Economic and Educational Picture

Once the service delivery area is targeted, compile information about the social, educational and economic conditions of the area. The following questions may be useful.

QUESTIONS TO LEARN ABOUT WCCIP COUNTIES/TRIBES

Economic Picture

* Where are the jobs?
* Who are the major employers in the county?
* Who employs females?
* What is the unemployment rate? What is the unemployment history in the county?
* Have any large businesses opened or closed in the past few years?

* Is there shift work--evenings, weekends?
* Is there seasonal work?--tourist, skiing, fishing, harvesting/planting?
* Are there jobs in the county seat but not in outlying areas?
* Is there a Chamber of Commerce? Where?
* Does the University Extension office have a Resource Development Agent? What role does s/he play?
* Where do employers get technical assistance?

Educational Picture

* Is there Head Start? for how long? where?
* Is there a preschool enrichment program at any elementary schools?
* Where are the preschool Exceptional Educational Needs(EEN) children served?
* Are there colleges? Technical schools?
* How do child care providers get their required pre-service training?
  -Licensed group?
  -Licensed family?
  -Certified?
* How do child care providers get their inservice training?
  -Licensed group?
  -Licensed family?
  -Certified?
* Are any elementary schools or their staff concerned about the issue of before/after school child care?
* Has the University Extension (Home Economist) done any special parenting or child care programs?

Social Picture

* What community service organizations exist?

___MADD Chapter	___Lions and Lioness
___AAUW	___Kiwanis
___Professional Business Womens	___Jaycees
___Homemaker Clubs	___Child Care Providers
___Rotary	___Parent Support Groups *

* Are there community agencies (not county) such as an AODA Treatment Center? ARC Center? Lutheran Social Services? Domestic Abuse Shelter? etc...
* What activities/events do local residents "come out" to, such as a county fair or festival?
* How many child care centers exist? Licensed capacity?
  Group___ ____
  Family___ ____
  Certified___ x 3__
* Are the group and family centers full to capacity?
* Do they feel there is a need for additional child care?
  ___Infant care
  ___Toddler care
  ___School-age care
  ___Sick care
  ___
  ___

* Is there an abundance of illegally unregulated child care?
* Is the county Social Service or Unified Service department conducting any special programs?
  ___welfare reform (CWEP, WEJT, etc.)
  ___jobs development
  ___parenting programs

* Who are the "movers and shakers" in this county/Tribe? -

Step Four: Compile a Child Care Fact Sheet

After the research is completed, a **Community Child Care Fact Sheet** may be prepared for the target area. Delineate the following data:

* Need for child care
* Supply of child care

The form will be disseminated widely throughout the community and to potential committee members to expand their knowledge base regarding child care in their community. A sample of a **Child Care Fact Sheet** produced by the WCCIP is presented in **Appendix D**.

CHAPTER FOUR: HOW IS COMMUNITY PARTICIPATION ENTICED?

The success of the strategies implemented by the Community Child Care Planning Committee will be directly related to the diversity of the committee participants. Within a Tribe, or county or neighborhood, persons with leadership roles must be involved as well as parents who are the consumers of child care. Child care programs and their support services must also be a part if the community plan is to become effective.

Step One: Carefully Identify a Facilitator

The WCCIP staff serve as the facilitators for the Community Child Care Planning Committees; a copy of the job description and qualifications a typical staff position, the **Child Care Resource Specialist** is presented in **Appendix E**. The WCCIP has found that facilitators of such a community-based process need experience and academic training in the field of early care and education to gain the trust of the varied members of a committee. Experience in community-based efforts and adult education is an asset. Regardless whether the facilitator is paid or a volunteer, knowledge and experience in early childhood education and in public policy are critical.

The personal characteristics of this position are also important. The following are suggestions:

* Is professional, is fair, is honest, is accurate, is trustworthy.
* Is able to facilitate, rather than direct.
* Is humble; has a healthy self-concept.
* Demonstrates her competence, doesn't attempt to tell everyone all about it.
* Exudes respect for all people and for their frame of reference regarding child care.

Step Two: Carefully Select the Potential Participants

Representatives of the economic, the social and the educational communities should be represented. Here is a list used by the WCCIP to consider in your community:

* Business leaders
* Business organization representatives
* Professional business women's organizations
* Community service organization representatives
* Local government or Tribal elected officials
* Chamber of Commerce
* Public or private human service agencies
* Public or private school representatives
* School Board members
* University Extension Home Economists, 4-H, Business Agents

* Secure a local contact person and promote that person's commitment.
* Acknowledge your "outsider-ness," encourage members to question your capabilities.
* Let local people tell you about their community, never assume you know. Ask questions, become informed.
* Demonstrate your genuine pleasure in learning about their community.
* Listen; don't tell people about how it is or how it works in your community; few people need to know.
* Recognize the contribution members make; a Recognition Award or letter will be appreciated.
* Credit the Community Child Care Planning Committee, not the facilitator, with the success.

CHAPTER FIVE: HOW IS THE COMMUNITY CHILD CARE PLANNING PROCESS CONDUCTED?

The staff to any committee must effectively play the role of facilitator if the committee is to be effective. There are several elements to plan for conducting a community-based action group. Immediately, the logistical plans must be considered. The process for defining community-based strategies must also be explored.

1. Plan for Desirable Logistical Arrangements

The facilitator will most easily make logistical arrangements by selecting and working closely with a **local contact person**. This may be a child care director, it may be a human service provider, it may be a parent of young children. It must be someone who is committed to the child care planning process and can make time available to help with local arrangements. With this person, then, decisions need to be made on the following topics with questions to consider presented with each one.

When should the meetings occur? In order to include working parents and family child care providers, it may be necessary to hold the Community Child Care Planning Committee meetings in the evening or on Saturdays. Which will work best in this community? Which evenings will be best? Do people prefer a 7:00 - 9:30 p.m. time frame or would they prefer to meet over the supper hours? If substitute care is available for family child care providers, and if working parents can secure release time from their employers, perhaps a day time meeting would be more effective?

Where should the meetings be held? Is the courthouse or public school or a community meeting place the most open and comfortable for adults in this community? Are there meeting places of importance, such as a corporation office or Chamber of Commerce meeting hall or the Tribal Council hall? Three ingredients must be considered:

* Does the environment exude respect for the participants and honor the work they are about to do?
* Does the environment have adult-sized chairs and tables and is it a humanistic environment?
* Is the location safe and accessible to all members of the community?

What enticements can you provide to demonstrate respect for the participants and their role? When you walk into a room in America, a pot of warm coffee still conveys an image of warmth, friendship and respect. A variety of beverages and nutritious snacks lets participants know that the staff have planned ahead and looked forward to this event.

The meeting should begin and end on time. This

demonstrates that staff value their personal commitment to the Committee and their personal commitments outside of the Committee.

Take a break during the meeting to allow people to fill coffee cups and re-snack. This informal time will elicit more trust-building and comfort among the participants and with the facilitator.

The meeting agendas should be a balanced mix of information seeking and information giving. The WCCIP has found the following agenda items to be successful:

* Information exchange amongst members about child care-related information
* Discussion of work that has been accomplished
* Discussion of work to be done
* Guest presentation on a child care related topic.

The staff can share information about such things as training events, new child care data or research, or child care public policy issues, **briefly**, during the information exchange.

A new strategy of the WCCIP is to prepare a set of individual curriculum idea pages, **Curriculum Guides**, so that one can be given to participants at each new meeting. This was thought to be an enticement for child care providers, for educators and for parents who are always looking for "something new to do on Monday morning" and as a way to promote developmentally appropriate activities. (See **Appendix J** for a sample.)

How often are the Committee meetings held? This may be determined by the funding source and funding level. The WCCIP found that Committee meetings over a period of one year were successful when held every other month. Sub-committees may choose to meet more often, but few did. Most were willing to commit to the effort when they were informed about the frequency of meetings. Ideally, the decision should be one made by the Committee. At the first meeting, participants may select to meet frequently during the initial phases and not meet at all through the summer, for example.

2. Develop Strategies to Increase/Improve Child Care

There are many excellent publications that explore group process skills and action plans. A sample of group process activities is presented in **Appendix K**. This section is an attempt to describe two group process formats may be adapted to yield child care strategies. Both modes have been implemented by WCCIP staff. It is necessary to mention again that the role of staff to a Committee is that of facilitator. The staff helps define the agenda and guides, rather than directs, people through the problem-solving process.

2.A. Needs Assessment Mode

There are four steps to this process. The time needed will depend upon the size of the group, but a good two hours will easily be needed. If meetings are held frequently, it may be desirable to split this process into two meetings. An agenda using this process is presented at the end of this chapter.

Before step one, the staff describe statewide child care needs, strengths and strategies to meet the needs as a model for the process and as a way to get members thinking about the potential issues that may face their community.

Step One: What is the need? Each participants is asked to share at least one need in the child care area of which they are aware from their job or from their personal experiences. Needs for infant care, for sick child care, for help in choosing quality child care, for provider education, for increased funding may all be examples of those suggested. The staff write down all responses on an easel.

Step Two: What exists now? As a full group participants may share strengths within the child care community that currently exist. The facilitator should be prepared to ask questions to elicit statements of existing resources. Here are some sample questions:

* Is there a Head Start program?
* Are the child care programs scattered throughout the county, Tribe or community?
* Are there conferences or workshops for providers?
* Does any one do parent education in this area?
* What funding sources, besides consumers already exist? Are they utilized?
* What newspapers, radio stations, television stations will air stories of local interest?

Step Three: What is the gap in services? At this point the staff quickly conceptualize the needs and strengths suggested for the community. The list of needs may be overwhelming, but often can be grouped into just a few topic areas, such as:

* Need for increased services
* Need for public education/information about quality child care
* Need for increased child care provider support and compensation and training
* Need for improved quality of care
* Need for increased affordability for parents
* Need for more study.

Once the topics are defined, the group can more easily prioritize gaps within each topic.

The staff will send the minutes to Committee members with the needs and strengths lists categorized by the selected topics. A sample of one Committee's list is presented in **Appendix L.**

NOTE: This is a possible time to adjourn and allow people to mull over the needs and strengths and priorities identified.

Step Four: Determine strategies to meet the gaps. Small groups should be formed to address each of the topic areas of need. For example, one small group may address the topic of need for increased child care, another made address that of public education. Each group will want to brainstorm strategies to meet the topic needs.

Once those ideas are listed, the small groups share their thoughts with the full group and time is allowed for additional ideas to be suggested for each topic area.

The small group meets again to prioritize and select those strategies the Committee will pursue. At this time an action plan should be made which lists what will be done, who will do it and when it will be completed.

ACTION PLAN

What is the strategy?	Who will lead? Who will assist?	By When?

This Action Plan will then be shared with the full group for their concurrence.

The small groups may become the Sub-Committees for each topic or if the Committee is small, all members may help in different topic areas. Some people may not choose to commit themselves to participation; their input should be encouraged but their restraint should be respected.

2. B. Capacity Building Mode

This group process focuses on building capacities where the potential exists. The needs are identified, but the potential for new growth or expansion are targeted. It has five steps.

Step One: Identify child care needs, trends, issues. Individual members share child care needs of which they are aware from their work or personal experiences. The staff may, briefly, share statewide needs, needs identified on paper, trends in the demand for child care and current child care public policy issues. Here the staff must quickly

conceptualize the needs into topic areas. These topics may be useful:

* Need for increased services
* Need for public education/information about quality child care
* Need for increased child care provider support and compensation and training
* Need for improved quality of care
* Need for increased affordability for parents
* Need for speciality child care, such as sick care or evening/night care, care for children with disablities

Step Two: Construct a map of what exists. Each topic should be listed at the top of a page of newsprint. Small groups should be formed by the interest of the participant to map out what currently exists under each of those topics. Participants should consider the existence of:

* Child Care Programs: full day care, part-day care, family child care homes, school programs
* People: Community leaders, key movers/shakers, knowledgeable persons, people with interest in the child care field
* Funding Sources: Public, private, volunteer
* Support Systems or Services: economic development, family support, provider support or education

Step Three: Create a vision of what could exist. Ask committee members to list statements of what their vision for the future of child care would include. Such statements as the following might arise:

* Every family need child care could find it at an affordable cost.
* Every child care provider would receive adequate compensation, training and support for their work.
* Only quality child care programs would be used.
* Families and providers would form a growth and development team.
* School-age children would have a safe and relaxing experience before and after school.

Step Four: Identify the potential for building capabilities. Ask each small group to return to their map of what exists and target (circle) those areas with potential for growth or expansion. The vision for each topic area should be the key focus of each discussion. Some examples of potential resources:

* An active parent, consumer of child care, is personnel manager for a local business with a track record of family sensitive business practices. That person becomes a potential resource to encourage employer support to meet the child care needs of their employees.
* Another example is a consumer who is the editor of

the local newspaper. That parent becomes a resource for information and assistance in securing press releases.

Step Five: Set a plan of action. Small group participants may prioritize the potentials with the greatest capacity for success. An **action plan**, describing how to utilize that resource potential effective should be delineated:

ACTION PLAN			
What is the resource potential?	What strategy will be used?	Who will contact? Who will assist?	By When?

Small groups will share their Action Plans with the full group and affirm commitments individuals have made.

CHAPTER SIX: HOW ARE THE CHILD CARE CAPACITY BUILDING STRATEGIES IMPLEMENTED?

Throughout the WCCIP project work, each county, Tribe or task force identified new strategies for meeting the child care supply and quality issues they raised. In this chapter, a presentation is given of some of the strategies suggested by topic area and the process for securing commitment to the implementation of those strategies.

Possible Strategies for Community Efforts

While each county, Tribe and community are unique, the needs and issues facing child care have generally fallen under similar topic areas. Those common topic areas are presented here with some of the strategies implemented by different Community Child Care Planning Committees.

Public Information/Education about Child Care

* Public service announcements on quality child care
* Press release with questions to help parents choose quality child care in August
* Week of the Young Child booths, fairs, open houses
* Distribution of booklets on choosing child care
* Development of a pamphlet on choosing child care
* Directory of early childhood services in the community
* Child Care information booth at the county fair or health fair

Building Child Care Capacity

* Recruitment posters distributed throughout the community
* Child Care Start-Up forums or Open Houses
* Provision of child care regulation training courses within the community
* Press releases indicating a need for additional providers
* School-age child care needs assessment through the public schools or University Extension offices
* Mini-grants of up to $300 to newly starting providers
* Free on-site consultation to start a child care program
* Free start-up written materials
* Coffee klatches in homes of existing providers
* Guest presentations by directors of sick child care or evening/night care programs
* Guest presentations on caring for children with special needs

Quality Enhancement

* Local sponsorship of child care training conference
* Grants to encourage NAEYC Accreditation
* Distribution of information about CDA scholarships
* Parade of child care centers/homes

* Free on-site consultation on program evaluation and improvement plans
* Mini-grants to improve program services
* Workshop on business aspects of child care
* Guest presentations by early childhood directors or family care providers with NAEYC or state accreditation certificates

Funding for Child Care

* Press release on the affordability of child care and provider compensation
* Information exchange about child care funding sources
* Speakers Pool to talk with community organizations and private foundations
* Brown bag meetings at major local employers to discuss choosing quality child care
* Technical assistance to businesses interested in supporting the child care needs of their employees
* Development of a child care scholarship program with local investment for low income working families

Implementing Child Care Strategies

The facilitator may play three roles in the implementation of the child care capacity and quality building strategies. She may participate in some activities; she encourages the implementation of the activities; and she monitors the progress of work groups.

Participant role. In some cases, the WCCIP staff have plays a participant role. The WCCIP can arrange and pay for on-site consultation, mini-start-up-grants and the development and dissemination of written materials. The staff also participate in provider start-up forums and sometimes write press releases. The bulk of the activity should come from Community Child Care Planning Committee members; they will assume credit for the success and will be prepared to continue those activities on their own.

Support role. The staff makes their time available to committee members for telephone consultation and information collection. Linking providers with legislative advocacy groups and with professional early childhood organizations is an important function. The staff also keep Committee members abreast of local activities and remind them of meetings and events. Publicity for the events and meetings may or may not be conducted by the staff; if not a service of the staff, staff must make sure accurate information is prepared in a timely manner.

Monitor role. Gentle nudges to sub-committee work should be followed with gentle requests for progress reports. Staff can play an important role in recognizing the efforts of committee members if they keep track of what has been accomplished. After receiving a copy of the press release

written by a home economist and printed in a local newspaper, the staff writes a note of thanks. That encourages information exchange. Similarly, if a committee is sluggish in their progress, the staff can talk about barriers, offer to assist in overcoming stumbling blocks, or suggest alternative routes to take.

It is essential that throughout the implementation phase, the staff retain their role of facilitator. Staff should facilitate the work of committee members if the process is truly a community-based one. A sample of one set of meeting agendas for a year in one county is presented in **Appendix M**.

CHAPTER SEVEN: HOW IS THE COMMUNITY-BASED EFFORT EVALUATED?

A good evaluation process compares the accomplishments of the effort to the goals established. The Community Child Care Planning Committee efforts should be measured against the goals originally set in the action plans described in Chapter Five, pages 19 or 21. An evaluation of participant reaction will identify the effectiveness of the community-based process. Evaluation results are reported to all participants, the community and the funding source(s).

Monitor the Program Effectiveness

A key objective of community child care planning groups is to increase the supply of child care services. To be able to monitor this increase, keep good records of attendance at child care provider start-up forums, telephone consultation and written materials distributed. The WCCIP uses a Contact Card to document these services (**Appendix N**). Near the end of the cycle, survey all recipients to determine whether or not they started a child care service. A sample survey used by the WCCIP is presented in **Appendix O**.

Measure the Success in Meeting the Goals

Keep a running record of all activities of the staff and the Committee. At the end of the service time, sort the accomplishments by goal category. For example, if a goal was set to **Provide Consumer Education**, note the number of radio talk shows or press releases on **Choosing Quality Child Care**. If a goal was set to **Increase Child Care Capacity**, note the number of child care start-up forums that were conducted and the number of child care providers that became regulated. A sample of the Summary of Accomplishments for one county served by the WCCIP is presented in **Appendix P**.

Measure the Effectiveness of the Community-Based Process

The WCCIP sends an evaluation form (**Appendix Q**) to each person who attended meetings of the Community Child Care Planning Committee. The purpose of this form is to identify how comfortable the participants were with the community-based process, the effectiveness of the facilitator in meeting individual needs and the level of success felt by committee members. The WCCIP has had best results when these forms were distributed at a meeting of the committee and collected at then end of the meeting.

Report the Evaluation Results

A summary report of the accomplishments of the community-based child care effort must be reported to the following groups who have an investment in the process:

* The Community Child Care Planning Committee
* The local community (through a press release)
* The funding source(s).

A Community-Based Approach to Building Child Care Capacity

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A Community-Based Approach to Building Child Care Capacity

List of Appendices

A. WCCIP Consultant Application Form

B. Child Care Supply and Demand: A Forecast for Wisconsin

C. Child Care Supply and Demand in Wisconsin: A Closer Look

D. Sample Child Care Fact Sheet

E. WCCIP Child Care Resource Specialist Job Description

F. Sample Press Release: Volunteers Are Needed for Child Care Planning Effort

G. Charge to the Community Child Care Planning Committee

H. Community Child Care Planning Committee: Sample Letter of Invitation and Response Card

I. Community Child Care Planning Committee: Sample First Agenda

J. Sample WCCIP Curriculum Guide

K. Sample Group Process Actitivies

L. Sample Community Child Care Planning Committee List of Needs and Strategies

M. Community Child Care Planning Committee: Sample Set of Meeting Agendas

N. WCCIP Contact Log

O. Sample Survey of Child Care Programs

P. Sample Summary of Committee Accomplishments

Q. Sample Community Child Care Planning Committee Evaluation

WISCONSIN CHILD CARE IMPROVEMENT PROJECT

CONSULTANT APPLICATION FORM

Name _____

Position _____

Mailing Address _____

_____

_____

Office Phone (_____) _____

Home Phone (_____) _____

Background/Expertise

____ trainer
____ educator
____ center teacher
____ family day care provider
____ Child Care Resource and Referral Center
____ researcher
____ center administrator
____ other: _____

Age Groups in Which You Specialize

____ infant
____ toddler
____ preschool
____ school-age
____ college
____ adult

I am available to:

____ serve as a presenter for statewide/regional conferences

____ serve as a consultant to businesses interested in supporting child care

____ serve as a consultant to:
- ____ Group Child Care/Early Childhood Programs
- ____ Family Child Care Providers
- ____ Certified/Registered Child Care Providers
- ____ Child Care Resource and Referral Centers
- ____ Employers

____ travel for child care consultation within:
- ____ my local area
- ____ a 150-mile radius of my home (no overnights)
- ____ Wisconsin (including overnight travel)

____ consult by telephone

____ respond to requests by the media

____ consult in other states

____ serve as a keynote speaker for statewide and regional conferences

____ volunteer to speak to local AEYC affiliate groups in Wisconsin

I am comfortable providing the following types of training and technical assistance for child care providers:

____ individual one-on-one consultation
____ telephone consultation
____ small group consultation
____ workshops
____ seminars
____ teleconference sessions (ETN, SEEN, Meet Me Bridge, etc.)

Please check your areas of expertise. Add any topics or experiences not listed.

____ **administration of programs**
- ____ financial
- ____ personnel
- ____ policies

____ art
____ buildings/locations
____ CDA
____ child abuse
____ child care employee issues
____ **child development**
- ____ cognitive
- ____ emotional
- ____ language
- ____ physical
- ____ sex roles
- ____ screening
- ____ social

____ children's literature
____ church-related programs
____ computers
- ____ administrative use
- ____ children's use

____ creative dramatics
____ curriculum development
____ early intervention programs
____ **employer support/sponsorship of child care**
____ environment/space
____ equipment/materials
____ evaluation of programs
____ families
- ____ parent involvement
- ____ single parents
- ____ teen parents

____ Head Start
____ health/safety/nutrition
____ history of ECE
____ legal issues of child care
____ math/number
____ media/public relations
____ movement/dance
____ multicultural /multilingual
____ music
____ parent cooperatives
____ parent education
____ parent involvement
____ play
____ playgrounds
____ pre-reading
____ public policy
____ resource & referral
____ science
____ special needs children
- ____ cognitive delays
- ____ language delays
- ____ physical delays
- ____ developmental delays
- ____ social/emotional delays
- ____ gifted

____ social development
____ staff/child interaction
- ____ guidance/discipline

____ staff development
____ start-up of child care
____ teacher education care
____ video-film
____ working with the public schools to provide SACC
____ _____
____ _____

Please enclose your vita or resume. Return to: WISCONSIN CHILD CARE IMPROVEMENT PROJECT
P.O. Box 369 • Hayward, WI 54843 • (715) 634-3905

CHILD CARE SUPPLY AND DEMAND:
A FORECAST FOR WISCONSIN

COUNTIES	1989 Licensed Capacity 0-12 Years	Children with Working Parents and Needing Market Care 0-10 Years	Potential Gap of Children Needing Market Care 0-10 Years	Percent of Available Child Care Supply to Potential Demand 1990
ADAMS	48	836	788	6%
ASHLAND	278	1028	750	27%
BARRON	543	2715	2172	20%
BAYFIELD	220	966	746	23%
BROWN	3104	11656	8552	27%
BUFFALO	103	869	766	12%
BURNETT	98	911	813	11%
CALUMET	198	2204	2006	9%
CHIPPEWA	542	3593	3051	15%
CLARK	142	2372	2230	6%
COLUMBIA	429	2621	2192	16%
CRAWFORD	96	1126	1030	9%
DANE	9655	17289	7634	56%
DODGE	607	4700	4093	13%
DOOR	417	1767	1350	24%
DOUGLAS	690	2564	1874	27%
DUNN	422	2386	1964	18%
EAU CLAIRE	1707	4868	3161	35%
FLORENCE	0	301	301	0%
FOND DU LAC	1046	5731	4685	18%
FOREST	86	596	510	14%
GRANT	540	3322	2782	16%
GREEN	380	1970	1590	19%
GREEN LAKE	224	1106	882	20%
IOWA	141	1280	1139	11%
IRON	54	325	271	17%
JACKSON	121	1069	948	11%
JEFFERSON	784	4159	3375	19%
JUNEAU	161	1458	1297	11%
KENOSHA	1098	7387	6289	15%
KEWAUNEE	82	1287	1205	6%
LACROSSE	1409	5666	4257	25%
LAFAYETTE	138	1152	1014	12%
LANGLADE	156	1194	1038	13%
LINCOLN	264	1714	1450	15%
MANITOWOC	679	4974	4295	14%
MARATHON	1170	7892	6722	15%
MARINETTE	280	2707	2427	10%
MARQUETTE	122	770	648	16%
MENOMINEE	156	397	241	39%
MILWAUKEE	14588	51688	37100	28%
MONROE	302	2399	2097	13%
OCONTO	205	1963	1758	10%
ONEIDA	514	1972	1458	26%
OUTAGAMIE	1601	8924	7323	18%
OZAUKEE	972	4454	3482	22%
PEPIN	136	512	376	27%
PIERCE	449	2198	1749	20%
POLK	308	2369	2061	13%
PORTAGE	767	3965	3198	19%
PRICE	166	1013	847	16%
RACINE	2425	11051	8626	22%
RICHLAND	232	1087	855	21%
ROCK	2195	8893	6698	25%
RUSK	97	1011	914	10%
ST. CROIX	786	3468	2682	23%
SAUK	567	2646	2079	21%
SAWYER	210	965	755	22%
SHAWANO	237	2305	2068	10%
SHEBOYGAN	1309	6160	4851	21%
TAYLOR	116	1414	1298	8%
TREMPELEAU	252	1664	1412	15%
VERNON	211	1549	1338	14%
VILAS	161	1080	919	15%
WALWORTH	819	4312	3493	19%
WASHBURN	144	949	805	15%
WASHINGTON	1089	6872	5783	16%
WAUKESHA	5804	19398	13594	30%
WAUPACA	360	2880	2520	12%
WAUSHARA	448	1134	686	40%
WINNEBAGO	2167	7360	5193	29%
WOOD	1263	5022	3759	25%
TOTALS:	**69290**	**293609**	**224319**	**24%**

For references see inside.

The Wisconsin Child Care Improvement Project is a consortium of early childhood agencies and organizations, funded by public/private sources to help communities make quality child care available and accessible to Wisconsin families. P.O. Box 369, Hayward, WI 54843. (715) 634-3905.

WISCONSIN CHILD CARE IMPROVEMENT PROJECT CHILD CARE SUPPLY AND DEMAND FORECAST: 1989 through 2000

This projected study of the child care supply and demand is based upon Department of Health and Social Services licensing figures (1989), Department of Administration Population Projections (1983) and national statistics on working parents and their child care settings. Wisconsin is similar to the national patterns although this may vary slightly from county to county. Throughout the study, conservative estimates have been used; if an error exists, the error is in under projecting the child care demand. "Market care" is defined as purchased care out of the child's home. For more information on the technical design of this study, contact the Wisconsin Child Care Improvement Project.

	1989 CHILD CARE SUPPLY				CHILD CARE DEMAND: 1985						CHILD CARE DEMAND: 1990						CHILD CARE DEMAND: 1995						CHILD CARE DEMAND: 2000					
COUNTIES	Number of Licensed Centers (inc. FDC)[1]	1989 Licensed Capacity 0-12 years	Centers Serving Children ◄ 2 years	Centers Serving Children ► 7 years	Number of Children Birth-Age 1	Number Needing Market Care Birth-1[2]	Number of Children Aged 2-4	Number Needing Market Care 2-4 yrs.[3]	Number of Children Aged 5-10 yrs.	Number Needing Market Care 5-10 yrs.[4]	Number of Children Birth-Age 1	Number Needing Market Care Birth-1[2]	Number of Children Aged 2-4	Number Needing Market Care 2-4 yrs.[3]	Number of Children Aged 5-10 yrs.	Number Needing Market Care 5-10 yrs.[4]	Number of Children Birth-Age 1	Number Needing Market Care Birth-1[2]	Number of Children Aged 2-4	Number Needing Market Care 2-4 yrs.[3]	Number of Children Aged 5-10 yrs.	Number Needing Market Care 5-10 yrs.[4]	Number of Children Birth-Age 1	Number Needing Market Care Birth-1[2]	Number of Children Aged 2-4	Number Needing Market Care 2-4 yrs.[3]	Number of Children Aged 5-10 yrs.	Number Needing Market Care 5-10 yrs.[4]
ADAMS	4	48	2	4	418	104	626	263	1124	393	460	115	690	290	1232	431	456	114	685	288	1395	488	421	105	631	265	1493	523
ASHLAND	17	278	13	13	568	142	851	358	1470	515	554	139	831	349	1546	541	504	126	757	318	1641	574	454	114	682	286	1617	566
BARRON	16	543	10	12	1453	363	2179	915	3708	1298	1445	361	2168	910	4125	1444	1335	334	2003	841	4452	1558	1243	311	1864	783	4430	1551
BAYFIELD	12	220	7	7	482	121	724	304	1366	478	501	125	752	316	1499	525	488	122	731	307	1663	582	466	117	699	294	1716	601
BROWN	91	3104	47	64	6082	1521	9123	3832	17090	5981	6409	1602	9613	4038	17189	6016	6230	1557	9344	3925	18236	6383	5800	1450	8701	3654	18793	6577
BUFFALO	6	103	1	3	463	116	695	292	1327	464	461	115	691	290	1325	464	427	107	641	269	1373	480	378	94	566	238	1354	474
BURNETT	6	98	2	2	430	107	644	271	1236	433	468	117	702	295	1426	499	476	119	715	300	1632	571	478	120	718	301	1733	606
CALUMET	16	198	8	8	1188	297	1781	748	3209	1123	1232	308	1849	776	3197	1119	1190	297	1784	749	3398	1189	1085	271	1628	684	3496	1224
CHIPPEWA	25	542	17	16	1907	477	2861	1202	5346	1871	1904	476	2856	1200	5479	1918	1806	451	2708	1138	5755	2014	1682	421	2524	1060	5782	2024
CLARK	11	142	6	4	1242	311	1863	782	3470	1214	1231	308	1847	776	3683	1289	1141	285	1711	719	3913	1369	1044	261	1567	658	3881	1358
COLUMBIA	30	429	18	22	1388	347	2081	874	3990	1396	1372	343	2059	865	4039	1414	1304	326	1957	822	4170	1459	1207	302	1811	761	4150	1453
CRAWFORD	5	96	3	3	592	148	889	373	1672	585	588	147	881	370	1741	609	547	137	821	345	1836	643	506	127	759	319	1823	638
DANE	336	9655	187	215	9304	2326	13957	5862	25199	8820	9539	2385	14308	6009	25413	8894	9101	2275	13652	5734	26793	9378	8516	2129	12775	5365	27295	9553
DODGE	31	607	15	18	2505	626	3758	1578	6992	2447	2514	629	3771	1584	7108	2488	2386	596	3578	1503	7418	2596	2229	557	3343	1404	7428	2600
DOOR	14	417	5	8	898	224	1346	565	2389	836	933	233	1400	588	2703	946	878	220	1318	553	2999	1050	837	209	1256	527	3011	1054
DOUGLAS	27	690	13	16	1422	355	2132	896	3796	1329	1372	343	2058	864	3875	1356	1258	315	1888	793	3939	1378	1168	292	1751	736	3839	1344
DUNN	22	422	15	15	1228	307	1843	774	2955	1034	1375	344	2062	866	3361	1176	1378	345	2068	868	3871	1355	1342	336	2014	846	4203	1471
EAU CLAIRE	50	1707	26	31	2520	630	3780	1588	6710	2349	2703	676	4054	1703	7114	2490	2643	661	3964	1665	7776	2722	2479	620	3718	1562	8149	2852
FLORENCE	0	0	0	0	154	38	230	97	418	146	161	40	242	102	456	160	157	39	236	99	507	178	146	37	219	92	527	184
FOND DU LAC	33	1046	14	15	3070	768	4605	1934	8433	2952	3062	766	4594	1929	8676	3036	2883	721	4324	1816	9072	3175	2676	669	4014	1686	9042	3165
FOREST	5	86	1	0	300	75	450	189	886	310	316	79	474	199	908	318	308	77	462	194	974	341	282	71	424	178	1004	351
GRANT	36	540	18	16	1793	448	2689	1129	4728	1655	1825	456	2737	1150	4904	1716	1709	427	2563	1077	5158	1805	1554	389	2332	979	5139	1799
GREEN	20	380	9	13	1019	255	1529	642	2930	1026	1041	260	1562	656	3012	1054	1009	252	1514	636	3137	1098	971	243	1457	612	3173	1110
GREEN LAKE	8	224	5	6	593	148	889	373	1649	577	586	147	879	369	1687	591	558	139	836	351	1771	620	522	131	784	329	1778	622
IOWA	13	141	5	6	718	180	1077	452	1892	662	690	172	1034	434	1924	673	626	157	940	395	2002	701	553	138	830	349	1949	682
IRON	3	54	0	0	179	45	268	113	492	172	178	45	268	112	481	168	164	41	245	103	484	169	150	38	225	95	472	165
JACKSON	5	121	3	4	584	146	875	368	1564	547	564	141	845	355	1639	573	520	130	780	328	1696	594	482	121	724	304	1654	579
JEFFERSON	32	784	18	16	2160	540	3239	1361	6048	2117	2231	558	3346	1405	6274	2196	2172	543	3259	1369	6620	2317	2049	512	3073	1291	6762	2367
JUNEAU	9	161	5	6	766	191	1148	482	2068	724	762	191	1144	480	2249	787	720	180	1081	454	2395	838	672	168	1009	424	2395	838
KENOSHA	28	1098	10	15	3854	964	5782	2428	11115	3890	4022	1005	6032	2534	10993	3848	3885	971	5827	2447	11500	4025	3583	896	5374	2257	11770	4120
KEWAUNEE	7	82	5	6	704	176	1057	444	1925	674	681	170	1022	429	1964	687	619	155	929	390	2038	713	553	138	829	348	1989	696
LACROSSE	51	1409	21	33	2989	747	4484	1883	7403	2591	3300	825	4950	2079	7892	2762	3224	806	4835	2031	8888	3111	2993	748	4490	1886	9471	3315
LAFAYETTE	8	138	3	2	633	158	949	399	1684	589	615	154	922	387	1744	611	542	136	813	341	1819	637	474	119	711	299	1754	614
LANGLADE	5	156	3	3	624	156	935	393	1883	659	612	153	919	386	1872	655	564	141	847	356	1908	668	508	127	761	320	1849	647
LINCOLN	16	264	8	13	897	224	1346	565	2503	876	928	232	1393	585	2563	897	886	222	1329	558	2742	960	805	201	1208	507	2821	987
MANITOWOC	33	679	12	15	2702	676	4054	1703	7539	2639	2650	663	3976	1670	7547	2642	2434	609	3652	1534	7807	2732	2179	545	3269	1373	7653	2679
MARATHON	45	1170	23	29	4103	1026	6154	2585	11324	3963	4216	1054	6324	2656	11948	4182	4059	1015	6088	2557	12737	4458	3850	963	5775	2426	12941	4529
MARINETTE	11	280	5	5	1414	354	2122	891	3796	1329	1419	355	2128	894	4166	1458	1336	334	2004	842	4531	1586	1253	313	1880	790	4546	1591
MARQUETTE	6	122	4	4	370	92	554	233	1117	391	391	98	586	246	1217	426	388	97	581	244	1326	464	384	96	575	242	1361	476
MENOMINEE	3	156	0	0	207	52	311	131	500	175	220	55	330	139	581	204	212	53	317	133	674	236	202	51	304	128	710	248
MILWAUKEE	295	14588	111	166	29870	7468	44806	18818	74486	26070	29628	7407	44442	18688	73187	25615	27451	6863	41176	17294	75423	26398	25378	6344	38066	15988	75771	26520
MONROE	8	302	4	5	1273	318	1910	802	3469	1214	1270	317	1904	800	3663	1282	1206	302	1810	760	3882	1359	1139	285	1709	718	3906	1367
OCONTO	11	205	8	8	972	243	1458	612	2936	1028	1006	252	1509	634	3081	1078	964	241	1446	607	3277	1147	894	224	1341	563	3297	1154
ONEIDA	18	514	6	12	980	245	1471	618	2791	977	1072	268	1607	675	2940	1029	1038	260	1557	654	3282	1149	940	235	1410	592	3437	1203
OUTAGAMIE	56	1601	27	31	4868	1217	7301	3067	12679	4438	4874	1218	7310	3070	13244	4636	4520	1130	6781	2848	14118	4941	4096	1024	6144	2580	14086	4930
OZAUKEE	32	972	10	15	2137	534	3206	1346	6891	2412	2282	571	3424	1438	6988	2446	2286	572	3429	1440	7462	2612	2150	538	3226	1355	7711	2699
PEPIN	14	136	12	12	284	71	427	179	710	248	279	70	418	176	762	267	253	63	380	160	821	287	220	55	331	139	810	284
PIERCE	37	449	23	25	1150	288	1726	725	2893	1013	1260	315	1891	794	3112	1089	1252	313	1877	789	3460	1211	1181	295	1772	744	3695	1293
POLK	22	308	8	13	1204	301	1806	759	3285	1150	1262	316	1893	795	3594	1258	1228	307	1841	773	3899	1365	1176	294	1764	741	4025	1409
PORTAGE	36	767	20	26	2017	504	3026	1271	5334	1867	2211	553	3317	1393	5769	2019	2185	546	3278	1377	6402	2241	2100	525	3149	1323	6755	2364
PRICE	8	166	5	5	526	131	788	331	1541	539	520	130	779	327	1587	555	490	123	736	309	1642	575	466	117	699	294	1625	569
RACINE	53	2425	18	30	5964	1491	8947	3758	16438	5753	5952	1488	8927	3750	16610	5814	5581	1395	8371	3516	17391	6087	5106	1277	7660	3217	17389	6086
RICHLAND	17	232	10	12	599	150	899	377	1578	552	574	144	862	362	1660	581	516	129	774	325	1726	604	467	117	701	294	1671	585
ROCK	75	2195	27	47	4767	1192	7150	3003	13145	4601	4869	1217	7303	3067	13168	4609	4670	1168	7005	2942	13737	4804	4342	1086	6513	2735	13947	4881
RUSK	5	97	1	3	510	128	765	321	1563	547	514	129	771	324	1595	558	483	121	725	304	1644	575	451	113	676	284	1616	566
ST. CROIX	32	786	22	24	1759	440	2638	1108	4741	1659	1877	469	2815	1182	5191	1817	1853	463	2779	1167	5737	2008	1770	443	2656	1115	5996	2099
SAUK	36	567	12	20	1398	350	2098	881	4071	1425	1396	349	2095	880	4049	1417	1335	334	2002	841	4172	1460	1248	312	1871	786	4176	1462
SAWYER	9	210	5	6	483	121	725	304	1246	436	542	135	812	341	1395	488	550	138	826	347	1631	571	521	130	781	328	1791	627
SHAWANO	13	237	8	9	1191	298	1787	750	3471	1215	1218	305	1828	768	3521	1232	1173	293	1760	739	3711	1299	1082	271	1624	682	3775	1321
SHEBOYGAN	38	1309	14	22	3299	825	4948	2078	9226	3229	3293	823	4940	2075	9320	3262	3104	776	4655	1955	9648	3377	2886	722	4330	1818	9606	3362
TAYLOR	5	116	2	3	758	189	1136	477	1961	686	770	192	1154	485	2106	737	707	177	1060	445	2291	802	629	157	943	396	2288	801
TREMPELEAU	11	252	5	7	843	211	1265	531	2553	894	878	220	1317	553	2546	891	869	217	1303	547	2669	934	829	207	1244	522	2755	964
VERNON	12	211	7	9	865	216	1298	545	2263	792	821	205	1231	517	2361	826	741	185	1111	467	2460	861	667	167	1000	420	2403	841
VILAS	10	161	6	10	500	125	749	315	1479	518	574	144	861	362	1642	575	602	150	902	379	1912	669	584	146	875	368	2114	740
WALWORTH	42	819	21	27	2167	542	3250	1365	6317	2211	2297	574	3445	1447	6546	2291	2222	555	3332	1400	7054	2469	2074	519	3112	1307	7254	2539
WASHBURN	7	144	3	4	476	119	713	300	1323	463	482	121	724	304	1498	524	452	113	678	285	1632	571	425	106	638	268	1631	571
WASHINGTON	41	1089	15	24	3318	829	4976	2090	9811	3434	3647	912	5471	2298	10465	3663	3774	944	5661	2378	11554	4044	3728	932	5593	2349	12317	4311
WAUKESHA	138	5804	57	77	9186	2296	13778	5787	29867	10454	9851	2463	14776	6206	30655	10729	9936	2484	14905	6260	33071	11575	9397	2349	14095	5920	34433	12051
WAUPACA	16	360	4	5	1498	375	2247	944	4076	1427	1541	385	2311	971	4355	1524	1491	373	2236	939	4692	1642	1425	356	2137	898	4793	1678
WAUSHARA	11	448	7	3	562	141	843	354	1701	595	592	148	888	373	1750	613	583	146	874	367	1857	650	558	139	836	351	1890	661
WINNEBAGO	73	2167	26	40	3994	999	5992	2516	10796	3779	4050	1013	6076	2552	10844	3795	3755	939	5632	2366	11402	3991	3365	841	5048	2120	11473	4016
WOOD	44	1263	20	21	2652	663	3978	1671	7136	2498	2750	688	4126	1733	7432	2601	2612	653	3918	1646	8016	2806	2408	602	3611	1517	8176	2861
TOTALS:	2321	69290	1091	1389	155992	38998	233988	98275	426719	149352	159684	39921	239525	100601	437391	153087	152405	38101	228607	96015	463718	162301	141883	35471	212824	89386	471562	165047

[1] To calculate the supply of child care, licensed family day care and group child care centers were tallied as considered to be the most reliable figure. Certified/registered care (serving less than 4 unrelated children under the age of 7 years) was not calculated as accurate, stable numbers are not available in every county. While many centers serve children on part-time schedules, both full-day, year-round centers and part-day, part-year programs are included in the tally. These slight variations may, or may not, balance each other out in each county.

[2] To calculate infant/toddler child care demand: The projected number of children 0-4 was divided equally by birth cohort. That figure was then adjusted by national trends of 50% with mothers in the labor force and 50% of those families choosing market child care (n x .5 x .5).

[3] To calculate preschool child care demand: The projected number of children 2-4 years was adjusted by 60% with mothers in the labor force and 70% of those choosing market child care.

[4] To calculate the demand for school-age child care: The projected number of children 5-17 was again divided equally by birth cohort. That figure was adjusted by 70% with mothers in the labor force and 50% of those choosing market child care.

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CHILD CARE AND WELFARE REFORM IN WISCONSIN

A Look at Supply and Potential Demand: 1990

The Department of Health and Social Services has initiated several "welfare reform" projects. What the impact these programs will have on the child care demand is unknown. The licensed child care capacity, the demand for market care by working parents, is presented here with the numbers of children on AFDC as of February 1989. For more information on "welfare reform" contact the Division of Economic Assistance.

	1989 CHILD CARE SUPPLY				CHILD CARE DEMAND			
COUNTIES	Number of Licensed Centers (inc. FDC)'	1989 Licensed Capacity 0-12 years	Centers Serving Children ◄ 2 years	Centers Serving Children ► 7 years	Children with Working Parents and Needing Market Care 0-10 Years 1990	Children on AFDC Under 3 Years 1989	Children on AFDC 3-5 Years 1989	Children on AFDC 6-10 Years 1989
ADAMS	4	48	2	4	836	127	125	178
ASHLAND	17	278	13	13	1028	136	125	157
BARRON	16	543	10	12	2715	232	266	358
BAYFIELD	12	220	7	7	966	66	70	129
BROWN	91	3104	47	64	11656	1161	1020	1232
BUFFALO	6	103	1	3	869	51	58	101
BURNETT	6	98	2	2	911	107	115	190
CALUMET	16	198	8	8	2204	74	65	91
CHIPPEWA	25	542	17	16	3593	310	358	439
CLARK	11	142	6	4	2372	137	128	174
COLUMBIA	30	429	18	22	2621	158	156	205
CRAWFORD	5	96	3	3	1126	98	85	128
DANE	336	9655	187	215	17289	1302	1222	1513
DODGE	31	607	15	18	4700	201	199	255
DOOR	14	417	5	8	1767	121	106	120
DOUGLAS	27	690	13	16	2564	456	481	617
DUNN	22	422	15	15	2386	224	219	315
EAU CLAIRE	50	1707	26	31	4868	852	789	965
FLORENCE	0	0	0	0	301	26	42	42
FOND DU LAC	33	1046	14	15	5731	413	395	502
FOREST	5	86	1	0	596	107	93	150
GRANT	36	540	18	16	3322	198	177	235
GREEN	20	380	9	13	1970	114	116	129
GREEN LAKE	8	224	5	6	1106	86	94	128
IOWA	13	141	5	6	1280	70	78	95
IRON	3	54	0	0	325	23	27	43
JACKSON	5	121	3	4	1069	135	144	185
JEFFERSON	32	784	18	16	4159	199	222	254
JUNEAU	9	161	5	6	1458	124	154	206
KENOSHA	28	1098	10	15	7387	1280	1167	1413
KEWAUNEE	7	82	5	6	1287	57	62	86
LACROSSE	51	1409	21	33	5666	822	825	935
LAFAYETTE	8	138	3	2	1152	57	63	90
LANGLADE	5	156	3	3	1194	124	155	191
LINCOLN	16	264	8	13	1714	133	135	179
MANITOWOC	33	679	12	15	4974	409	433	514
MARATHON	45	1170	23	29	7892	657	653	674
MARINETTE	11	280	5	5	2707	204	236	342
MARQUETTE	6	122	4	4	770	52	64	87
MENOMINEE	3	156	0	0	397	253	251	281
MILWAUKEE	295	14588	111	166	51688	17456	15934	21453
MONROE	8	302	4	5	2399	243	194	307
OCONTO	11	205	8	8	1963	155	146	173
ONEIDA	18	514	6	12	1972	195	189	267
OUTAGAMIE	56	1601	27	31	8924	569	509	609
OZAUKEE	32	972	10	15	4454	52	72	76
PEPIN	14	136	12	12	512	26	19	50
PIERCE	37	449	23	25	2198	117	111	166
POLK	22	308	8	13	2369	211	200	330
PORTAGE	36	767	20	26	3965	301	327	424
PRICE	8	166	5	5	1013	84	74	113
RACINE	53	2425	18	30	11051	1899	1705	2167
RICHLAND	17	232	10	12	1087	106	109	156
ROCK	75	2195	27	47	8893	1392	1254	1599
RUSK	5	97	1	3	1011	105	134	186
ST. CROIX	32	786	22	24	3468	140	119	202
SAUK	36	567	12	20	2646	216	233	354
SAWYER	9	210	5	6	965	226	216	254
SHAWANO	13	237	8	9	2305	195	185	237
SHEBOYGAN	38	1309	14	22	6160	416	449	517
TAYLOR	5	116	2	3	1414	69	65	83
TREMPELEAU	11	252	5	7	1664	111	121	163
VERNON	12	211	7	9	1549	129	131	203
VILAS	10	161	6	10	1080	56	66	99
WALWORTH	42	819	21	27	4312	194	195	255
WASHBURN	7	144	3	4	949	84	106	148
WASHINGTON	41	1089	15	24	6872	197	192	234
WAUKESHA	138	5804	57	77	19398	530	447	556
WAUPACA	16	360	4	5	2880	182	198	258
WAUSHARA	11	448	7	3	1134	125	104	135
WINNEBAGO	73	2167	26	40	7360	716	693	788
WOOD	44	1263	20	21	5022	398	419	479
TOTALS:	**2321**	**69290**	**1091**	**1389**	**293609**	**38249**	**36089**	**46969**

Cites:
Department of Health and Social Services data, April, 1988.
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WISCONSIN CHILD CARE IMPROVEMENT PROJECT

Child Care Supply & Demand in Wisconsin: A Closer Look • 1989

Since 1987, the **Wisconsin Child Care Improvement Project** (WCCIP) has used federal funds to provide small grants ($5,000) to assist in the development of **Child Care Resource and Referral Centers** (CCR&R's) in the following Wisconsin counties: Brown, Buffalo, Calumet, Eau Claire, Jackson, Outagamie, Pepin, Racine, Rock, Trempeleau and Winnebago. CCR&R Centers in Dane and Milwaukee counties have existed since the early 1970's. Each CCR&R was asked to provide the WCCIP with a summary of the supply and demand for child care in their service delivery area during the 1988 calendar year. Please note that many centers did not begin actual operation until the middle or end of 1988 so their requests for child care referrals are not indicative of a full year or fully operating program.

CHILD CARE SUPPLY

	Number of Licensed Group Child Care Centers (serving 9 or more children)	Number of Licensed Family Day Care Centers (serving less than 8 children)	Number of Certified/ Registered Providers (serving less than 4 children)
• Regulated programs	524	284	1,034
• Part-time programs	357	—	—
—Regulated capacity of children	20,250	—	—
• Full-time programs	448	284	1,034
—Regulated capacity	22,006	2,272	3,102
• Care for infants/ toddlers (children under 2 years)	44%	92%	56%
• Care for school-age children	69%	87%	51%
• Care for children in the evening/night	3%	51%	24%
—Regulated capacity	←———	910 total	———→
• Care for children on the weekend	1%	6%	12%
—Regulated capacity	←———	91 total	———→
• Will provide care for children with disabilities	31%	24%	31%

CHILD CARE SPONSORSHIP

• Private, for profit	54%	100%	100%
• Private, non-profit	36%	—	—
• Government-sponsored	3%	—	—
• Care for some children whose tuition is paid by public funds	71%	60%	58%
• Receive reimbursement from the Child Care Food Program	Information not requested	78%	25%

CHILD CARE RECRUITMENT

The WCCIP and the eight CCR&R's helped start-up 509 regulated child care centers and homes in Wisconsin in 1988.

CHILD CARE DEMAND

• Child Care Referrals requested		8,696
—Requests by mother		89%
—Requests by father		6%
—Requests by other family member		24%
—Requests by corporate clients		5%
• Child Care Setting Requests		
—Family day care		62%
—Group child care		33%
• Type of Care Requests		
—Full-time		48%
—Part-time		14%
• Location of Care Requested		
—Near child's home		82%
—Near parent's workplace		18%
• Age of Child Needing Care		
—Aged under 2 years		53%
—Aged 2-5 years		40%
—Aged 6 years and over		17%
• Special Care Requests		
—Evening/night care	(n = 350 children)	6%
—Weekend care	(n = 132)	3%
—Care for a child with disabilities	(n = 51)	1%
• Employment Status of Families		
—Working full-time		64%
—Working part-time		29%
—In-training		15%

The Child Care Improvement Project has worked comprehensively to help communities make quality child care accessible to Wisconsin families. Our efforts have included child care start-up and improvement services in 17 counties (mostly rural counties) since 1985. An employer initiative, school-age child care initiative and development of Child Care Resource and Referral Centers are other program components.

The following organizations are the Wisconsin Child Care Improvement Project:
• Wisconsin Early Childhood Association

With assistance from the Wisconsin Child Care Improvement Project Consortium:
• Wisconsin Family Day Care Association
• Wisconsin Child Care Administrator's Association
• Community Coordinated Child Care (4-C) in Dane County
• Community Coordinated Child Care (4C's) of Milwaukee
• Children's Audit Project

PROJECT OFFICE: Wisconsin Child Care Improvement Project • P.O. Box 369 • Hayward, WI 54843 • (715) 634-3905

This project is funded through a contract from the Wisconsin Department of Health and Social Services, the federal government, the Otto Bremer Foundation, the Hugh J. Andersen Foundation, and individual county Departments of Social Services.

This paper was written by Wendy Hinrichs Sanders, WCCIP Director.

CHILD CARE SUPPLY & DEMAND IN WISCONSIN: A CLOSER LOOK

THE DISCUSSION: CHILD CARE ISSUES

While this survey addresses only a few targeted areas of Wisconsin, the percentage yields may be transferred to reflect the nature of the child care supply and demand throughout the state. Several key issues must be noted.

Not all licensed child care centers (85%) provide only full-time child care. Part-time programs include such programs as Head Start or nursery schools or before or after school care. In the cases of preschool, programs often do not meet the needs of parents who work at full-time employment.

The need for infant and toddler care far exceeds the supply. Only 44% of the licensed group child care centers serve children under two years, combined with **92%** of the licensed family day care homes and 56% of the certified providers. The demand for infant/toddler care in 1988 was for over 3,392 new children or 39% of the child care referral requests. CCR&R's report that the existing infant slots are often full and many have a waiting list.

Many licensed family day care homes (87%) deliver before and after school care for school-aged children. Many parents wish to have their school-aged child with younger siblings in care. Family day care providers offer that unique opportunity and should be recognized for the significant contribution they make to the school-age population.

The Child Care Food Program provides nutritious meals and snacks to over 78% of children in family day care homes. (Note: This question was not asked of group child care centers.) This federal USDA program provides reimbursements to family day care homes and to centers who serve children of low income parents if they serve nutritious food for children.

Most parents prefer child care near their home (82%) or workplace (18%). In order for their children to maintain a sense of neighborhood, to develop friendships within their community and to be convenient travel arrangements, most parents prefer child care near their home or office.

The demand for specialized child care services cannot be met by the existing supply. Only 31% of group child care centers, 24% of licensed family day care homes and 31% of certified/registered providers will accept children with disabilities. While there were over 350 requests for evening/night child care, only 3% of group centers, 7% of family day care homes and 23% of certified/registred providers offer care at those hours. Similarly, only 1% group, 6% family and 12% certified providers offer weekend care.

Wisconsin does not have a child care system operated by the government. Only 3% of the child care centers in the state identify themselves as government-operated, while 54% reported themselves as private, for-profit. Furthermore, nearly 100% of the family day care homes and certified child care providers must be recognized as sole proprietorship.

THE ANALYSIS: RECOMMENDATIONS

1. The number of part-time child care programs must be recognized when assessing child care supply and demand. Part-time programs often do not meet the needs of working parents. In some cases parents send their child to "nursery school" in the morning and "child care" the afternoon; the preschool child may be faced with many transitions within their day. Some part-day programs may consider extending their hours; flexible time at the workplace may help parents work around a part-day program; and all parents should be helped to recognize the educational component required within all child care programs.

2. A major child care recruitment effort should be addressed to build infant/toddler child care slots and care for special populations. Incentives should be offered to encourage the development of care for infants and toddlers and child care rates for that age group should reflect the cost of providing the care. Communities must explore the variety of ways that industry, training institutions and child care providers can work together to offer child care while parents work or are in training during the evening, the night or on weekends. Finally, child care for children with disabilities must become a coordinated effort of incentive and technical assistance for existing or newly operating child care businesses.

3. Efforts that promote school-age child care must not overlook the valuable role of existing family day care and child care centers. While federal funds and state legislation support the development of school-age child care programs in public schools or community facilities, technical support to existing child care programs that currently serve school-agers must be provided now. More care for school-age children is needed and programs at elementary schools are a valuable resource. However, efforts addressed to develop school-age care in one setting must not preclude assistance to those settings which already serve the school-age population.

4. The valuable health impact of the Child Care Food Program must be acknowledged. The service not only encourages providers to serve well-balanced meals, it also ensures that children in care outside of their home receive a healthy diet while in that care. The service reaches tremendous numbers of American children; it gives them a healthy beginning upon which to build a lifetime of healthy eating habits.

5. Child Care Resource and Referral Centers can provide valuable insights to the business of child care in Wisconsin. This close look at child care supply and demand would not be possible without the concerted effort of each of the Child Care Resource and Referral Centers in the state. Information on where child care is needed, on what type of child care is needed is information that must be considered by potential child care businesses and by local communities as they conduct their child care needs assessment. Information on the types of care available helps Child Care Referral Counselors identify with parents the decisions they will have to make to find care for their child. Imagine the knowledge and assistance that could be provided if Child Care Resource and Referral Centers were available to all residents of Wisconsin.

WCCIP • P.O. Box 369 • Hayward, WI 54843 • (715) 634-3905

APPENDIX D

FACTS AND FIGURES ON CHILD CARE IN WISCONSIN AND IN JACKSON COUNTY

In 1965, the types of child care in the United States were as follows:

care by relative...62%
non-relative care in child's home...15%
non-relative care in other home(family day care)...16%
child care center...5.5%

In 1982, the types of child care were as follows:

care by relative...48%
non-relative care in child's home...6%
non-relative care in other home(family day care)...22%
child care center...23%

(Census Bureau)

In 1988, it is estimated that one-half of all child care is illegally unlicensed.

The increase of licensed child care facilities in Wisconsin rose from 460 in 1970 to 2,000 in 1988.

In 1987, $11,254,369 was spent in Wisconsin on child care subsidy for low income families through the Social Service Block Grant monies. Many counties had long waiting lists.

The 1980 Census showed the following statistics on women and young children in Wisconsin:

	Wisconsin	Jackson
-females over 16 in labor force w/ chn under 6	139,824	455
-percent of working women with chn under 6	48.59%	44.1%
-percent of increase in working women with children under 6 from 1970 to 1980	+46.3%	+56.9%
-number of AFDC recipient children, ages 0 -10 years		506
-number of children with working parents needing market child care in 1988	293,609	1069

In 1988, the figures of regulated child care spaces in Jackson County were as follows:

-number of full day, year round spaces, chn to 12 years.....121
-number of part day or part year spaces, chn to 12 years.....0
-number of centers serving children under 2 years.....2
-number of center serving school-age chn, 7 years and older.....3
-number of licensed group child care centers.....3
-number of licensed family day care centers.....2
-number of certified child care providers(not constant).....unkn

In 1987, Jackson County spent $32,092 on child care subsidy for low income families which represented 132% of their allocation from the Social Service Block Grant child day care funds. In 1989 the county allocation will be $30,025. (According to DHSS data, July, 1988).

WISCONSIN CHILD CARE IMPROVEMENT PROJECT
JOB DESCRIPTION

Position: Child Care Resource Specialist
Salary: 100 % time at $20,000 plus 17% fringe
Hours: Flexibly scheduled with a minimum of 10 hours per week for one year.
Reports to: WCCI Project Director
Location: Specialist may work out WCCIP Office or own home with a non-reimbursed work day at the WCCIP office (Hayward) each month
Supervises: No one

Qualifications:

Education: Bachelor's degree in Early Childhood Education, Child Development or related field
Experience: At least 3 years of experience in an early childhood program, including one year in an administrative position and experience in adult education
Preferred: Experience with community-based planning or action groups/committees.

Responsibilities:

The Child Care Resource Specialist will provide direct service tasks using a community-based approach to start up and improve child care services in targeted areas of the state. Tasks will include, but not be limited to:

* Staff a minimum of 6 Community Child Care Planning Committees
* Implement the Child Care Start Up and Expansion Mini-Grant process and provide technical assistance to grant applicants upon request
* Conduct up to two (2) Child Care Start-Up Forums in each county assigned
* Provide the 10 hour Child Care Certification course in counties as assigned
* Provide telephone consultation, referral, and technical assistance when appropriate
* Solicit requests for technical assistance
* Establish and maintain a positive working relationship with the DHSS Child Care Information Center
* Prepare public service announcements and press releases relevant to the start up and improvement activities in each county
* Present up to three workshops related to child care recruitment and the WCCIP at regional and state conferences
* Develop child care start up and improvement resource materials as needed
* Develop a work plan for the year and prepare quarterly work report.
* Participate in monthly staff meetings
* Provide office space and access to a telephone
* Participate in the planning and development process of the WCCIP
* Prepare a final report for each county committee in the form of a one-page list of accomplishments.
* Perform other reasonable tasks as assigned by the Project Director

This position is dependent upon receipt of anticipated funding.

SAMPLE CHILD CARE PRESS RELEASE

FOR IMMEDIATE RELEASE: CONTACT:

VOLUNTEERS ARE NEEDED FOR COMMUNITY CHILD CARE PLANNING COMMITTEE

The Wisconsin Child Care Improvement Project(WCCIP) will be working as a catalyst with interested Washburn County residents to increase child care services to meet the great demand that exists locally. The Project staff will help develop a **Community Child Care Planning Committee** composed of representatives from local businesses, parents of young children, governmental agencies, public officials, and the child care industry. The Committee will assess the need for child care and help recruit additional child care providers in Washburn County. To complement the Committee's work, technical assistance will be available through the Project's consultants to assist local child care providers in starting up child care services. Mini-grants of up to $200 will be awarded through the Project for child care start up.

The WCCIP receives funding from the Wisconsin Department of Health and Social Services to build the child care capacity in targted counties. Increased demand for child care is anticipated due to the increase in women in the work force and to the welfare reform programs which require AFDC recipients to work, seek work or obtain training.

The mission of the WCCIP is to help communities to increase the availability and accessibility of quality child care for Wisconsin families. It has received federal, state and private funding since 1984 to provide a variety of services. A main thrust has been to help start-up and improve child care programs, including school age child care. Project staff work with the Lt. Governor's Office to provide a Business/Child Care Clearinghouse and the Project assists local businesses to address the child care needs of their employees. The Project also helps communities to develop Child Care Resource and Referral Centers which are local agencies that recruit child care providers and refer parents to regulated child care.

The Wisconsin Child Care Improvement Project is unique in its structure. It is a Consortium of Wisconsin early childhood organizations, including: Wisconsin Early Childhood Association; Wisconsin Child Care Administrators Association; Wisconsin Family Day Care Association; Community Coordinated Child Care (4-C) of Dane County and 4-C of Milwaukee County; and the Children's Audit Project.

Persons interested in serving as a member of the Washburn County Child Care Planning Committee or who wish to learn more about the Wisconsin Child Care Improvement Project may contact the main office of the Project in Hayward at Post Office Box 369, Hayward, WI. 54843 (634-3905).

WISCONSIN CHILD CARE IMPROVEMENT PROJECT

Charge to the Community Child Care Planning Committees

SCOPE: The Wisconsin Child Care Improvement Project was funded to provide technical assistance to increase child care capacity in counties which have indicated a greater need for child care than existing services can meet. The Project is funded by the Department of Health and Social Services to work with targeted counties. As a part of the Project, Community Child Care Planning Committees will be established in three counties each year. A new federal grant was awarded in 1986 to the Wisconsin Child Care Improvement Project to aid in the planning and development of school-aged child care programs.

PURPOSE: The local Committee will be asked to help create a climate conducive to high quality child care. The Committee will be invited to participate in assessing the needs of child care and barriers to the provision of child care in their county, and to develop a plan to increase and improve child care services.

COMPOSITION: Each Committee will invite membership from county social service departments, child care providers, day care association members, public health staff, home economists, school educators, businesses, child care trainers, community organizations, school boards, county boards and parents. The structure of each Committee will be defined by its members. The Wisconsin Child Care Improvement Project Director will staff the Committees.

MEETINGS: Each Committee will determine the number of their meetings, when and where they are held, and the agenda. It is anticipated that six meetings will be held during the year.

TASKS:

1. Assess child care services available and gaps in service in various areas of the county.
2. Define barriers (if any) to provision of child care, for example: funding, facilities, staff, needs assessment, employer support, etc.
3. Assist the Project Director in distributing child care provider recruitment materials in the county.
4. Assist in creating positive publicity for child care in the county.
5. Identify and implement a special child care project, such as: a child care directory, a child care open house, a speaker pool on high quality child care for community organizations, a brochure on choosing child care for parents, a breakfast for businesses to define their child care support options, child care issues at local work places during lunch time, etc.
6. Exchange news, current events, & child care information.
7. Monitor & evaluate Committee efforts & reassess needs.

APPENDIX H

WISCONSIN CHILD CARE IMPROVEMENT PROJECT
P.O. Box 369
Hayward, WI 54843
(715) 634-3905

January 25, 1988

Dear Sir/Ma'am;

You were recommended by a member of your community or selected by your position to serve on the **Kewaunee County Community Child Care Planning Committee**. On behalf of the **Wisconsin Child Care Improvement Project**, I would like to invite you to serve as a representative on the committee.

I'm sure this invitation raises many questions in your mind -what is it? - why is it? - when is it? Hopefully, I can answer those questions for you through this letter and the enclosed printed information.

The Wisconsin Child Care Improvement Project is funded through the Department of Health and Social Services to help increase and improve child care in counties which are facing an increase in the demand for child care. In order to accomplish these goals, the WCCI Project will establish a Community Child Care Planning Committee to help look at local needs and to define strategies for meeting those needs.

It is very important that each of the Community Child Care Planning Committees have representation from all segments of the county in order to accurately identify specific needs and workable solutions. This is why we need your participation on this Committee.

The first meeting will be held on Wednesday, February 10th at 7:00 p.m. at the Courthouse in Kewaunee. I hope you will join other Kewaunee County residents in exploring local child and family needs and be a part of suggesting valuable options. Please **complete the enclosed response card** and **return to** our office. I am looking forward to meeting you and working closely with you!

Sincerely,

Child Care Resource Specialist

Enclosures

APPENDIX H

KEWAUNEE COUNTY COMMUNITY CHILD CARE PLANNING COMMITTEE

Please answer and return by February 9, 1988.

____I am able to serve on the Kewaunee County Community Child Care Planning Committee.

____I am unable to serve but have asked the following person to serve in my place.

Name:_____

Address:_____

City:_____ Zip:_____

I am ___able ___unable to attend the first meeting on

February 10, 1988, 7:00-9:00 p.m.

Name:_____

Position:_____

Address:_____

City:_____ Zip:_____

Telephone:_____

APPENDIX I

WISCONSIN
CHILD CARE IMPROVEMENT PROJECT
PO BOX 369
HAYWARD, WISCONSIN 54843

MEETING NOTICE

BURNETT COUNTY CHILD CARE PLANNING COMMITTEE

Monday, October 12, 1987
First Floor Meeting Room - Government Center
Siren, WI
7:00-9:00 PM

AGENDA

7:00 **Historical Perspective on Child Care in Wisconsin**
* Needs *Strengths *Strategies

Overview to the Wisconsin Child Care Improvement Project
* Funding * Concept *Goals and Objectives
-Wendy Hinrichs Sanders, Project Director-

7:20 **Introductions of Committee Members**
*Please be prepared to share one need for child care in Burnett County that you are aware of through your job, your clients, your personal life, etc.

7:40 **Small Groups**
* Identify Strengths of Child Care in Dodge County
* Brainstorm Strategies for Overcoming Needs of Child Care in Dodge County

8:00 **Break**

8:15 **Full Group**
* Share strengths and strategies identified in small groups

8:45 **Dodge County Community Child Care Planning Committee "Special Project " Concept**
* Brainstorm ideas for "Special Project"

8:55 **Next Meeting Plans**
* Chairperson to Volunteer
* Recorder to Volunteer
* Set Date * Set Agenda

9:00 **Adjourn**
Have a safe drive home!

NOTE: An array of Resource Materials will be on display.

Wisconsin Child Care Improvement Project
P.O. Box 309 / Hayward, WI 54843 / 715-634-3905

RECIPES FOR FUN
A Collection Of Recipes To Make "Home-Made" Paints And Art Materials

Finger Paint
1/2 cup dry laundry detergent or
1 capful liquid dish soap
2 tablespoons liquid starch
Food coloring
Combine all ingredients. Beat with egg beater until thick. This can be used on any shiny surfaced paper (freezer wrap works well) or any washable surface.

Pudding Finger Paint
1 package instant pudding mix
water
Mix to desired consistency. Have fun! (NOTE: This type of activity is best done without expecting a finished product to take home....)

Magic Paint Bag
1/4 cup liquid starch
3 tblsp. powdered tempera paint
large zip-loc plastic bag
masking tape or cloth tape
Mix starch and paint. Put in bag and seal opening with tape. Lay paint bag on any surface for a no-mess creative "finger painting" activity.

Emergency Paint
1/4 cup milk powder
1 tblsp. flour
1/3 cup water
8-10 drops food coloring
Combine ingredients, mix well.

Giant Chalk Sticks
2 tblsp. powdered tempera paint
1/2 cup water
3 tblsp. Plaster of Paris
Combine ingredients, mix well. Pour into small waxed paper cups. Remove cup when mixture has hardened.

Shiny Finger Paint
1/4 cup light corn syrup
food coloring
Mix together, use as you would any other finger paint. Dries glossy.

Face Paint
2 tblsp. white vegetable shortening
5 tsp. cornstarch
1 tsp. white flour
Blend all ingredients together. Add vegetable dye to obtain desired coloring.

Tempera Paint Mixer
3 tblsp. powdered tempera
2 tblsp. water
1/2 tsp. liquid starch
a little detergent
1/4 cup flour mix*
Combine ingredients. This makes a thick poster paint. (*Flour mix - 1/4 cup flour added to 1 cup water. Heat and stir until thick.)

Rainbow Crayons
Rubber band several crayons together, with coloring tips even. Use to color rainbow stripes or any variety of multi-colored creations.

Glue Paint
White glue
water
food coloring
Color white glue with food coloring. Thin with water. Paint on waxed paper. (Solid paint coverage can be peeled off the wax paper when dry to be used as a sun catcher.

This Project is funded by federal, state, and private sources.

Sparkle Paint
1 part flour
1 part salt
1 part water
tempera paint
Mix flour, salt and water. Add tempera until the desired color is obtained. Finished product will dry "sparkly". (Less water will create more sparkle.)

Scratch and Sniff
White glue
jell-o powder, or aromatic spice (i.e. cinnamon)
Paint a thin coat of glue on desired area, sprinkle with powder. Let dry. Odor will return when finished product is "scratched and sniffed". (Perfumes or extracts can be added directly to the glue for floral scents. Be careful - a little goes a long way!)

Play Dough
2-1/2 cups flour
1/2 cup salt
1 tblsp. powdered alum
3 tblsp. vegetable oil
1 cup boiling water
1 pkg. unswettened drink mix (such as Kool-aid)
Mix flour, salt and alum in large container. Combine water and the drink mix in pan, bring to a boil. Add water to mix to dry ingredients, add the oil. Mix and knead until smooth. Store in an air-tight container.

Bubble Recipe
1 cup water
1/3 cup liquid dish soap
1 tblsp. sugar (this helps the bubbles last longer)
Combine ingredients. Use bubble wands, empty spools, bottomless paper cups, berry baskets, etc., to "blow bubbles". Food coloring may be added to the mixture to make an interesting art project by catching the bubbles on a sheet of white paper.

Goop
1/2 cup cornstarch
1/4 cup water
food coloring
Combine food color and water, add corn starch, a little at a time. Stir mixture until texture is even. For added fun mix up a big batch to use in the sand and water table for exploration with cups, funnels, etc.

November 1988

Wisconsin Child Care Improvement Project

P.O. Box 369 / Hayward, WI 54843 / 715-634-3905

RESOURCES FOR CHILD CARE

A Listing of Organizations and Agencies that Provide Assistance to Child Care Providers.

Professional Organizations

National Association For the Education of Young Children (NAEYC) 1834 Connecticut Ave. N.W., Washington D.C. 20009-5786, 1-800-424-2460.
NAEYC offers professional development opportunities to early childhood educators designed to improve the quality of services to children.

Wisconsin Early Childhood Association (WECA)
1245 E. Washington Ave., Suite 260, Madison, WI 53703
608-257-0909
WECA is an affiliate of NAEYC and is comprised of a diverse membership of individuals who provide early childhood services to young children and their families.

Wisconsin Family Day Care Association (WFDCA)
1245 E. Washington Ave., Suite 260, Madison, WI 53703
608-257-0909
WFDCA is a support group for family day care providers consisting of providers, child care advocates and parents. It is an affiliate of WECA and NAEYC.

Wisconsin Child Care Administrators Association (WCCAA)
%Discovery Child Care Inc., 20 Copeland Ave., Suite 104, LaCrosse, WI 54601, 608-784-2904.
WCCAA is an organization consisting of child care center directors and administrators.

Wisconsin Half Day Preschool Association
606 W. Burnett St., Beaver Dam, WI 53916.
This organization consists of individuals involved with preschool programs.

Child Care Resource Services

Child Care Food Program (CCFP) (Information and Sponsor List) Department of Public Instruction, Child Care Food Program, P.O. Box 7841, Madison, WI 53707.
CCFP is a state/federally funded program to help children in child care settings receive nutritious foods.

Wisconsin Child Care Improvement Project (WCCIP)
P.O. Box 369, Hayward, WI 54843, 715-634-2905.
The WCCIP is a non-profit agency funded through state, federal and private monies designed to help child care programs meet the demand for high quality child care in the state of Wisconsin.

This Project is funded by federal, state, and private sources.

Child Care Information Center (CCIC)
317 Knutson Dr., Madison, WI 53704, 1-800-362-7353.
A free lending library of child care resources, books, flyers, articles, A.V. materials, etc., funded by the Wisconsin Department of Health and Social Services.

Local Resources

County Public Health Nursing Department
This division of your county services can provide information and inservices regarding nutrition, childhood illnesses, child development, sanitation, safe child care environments, and other related topics.

County Extension Home Economist
Located in the county extension office, the extension home economist can provide a wealth of information regarding families and children. There are also a number of written informational materials regarding child development and parenting available from the extension office at little or no charge.

County Human Services Department
This department can provide information regarding special services for a variety of children's needs, such as assistance for parents unable to pay for child care, programs for children having physical or mental handicaps, or programs designed to help families deal with stress and or crisis situations.

Local Hospitals, Fire Departments and Police/Sheriff Departments
These agencies often have speakers bureaus that provide individuals who can present information on a variety of topics relevant to children and child care. They are also a good source of "hands on" teaching materials, such as equipment loans (wheelchairs, stethoscopes, etc.) as well as a source of pamphlets, coloring books, etc.

Regional Child Care Licensing Specialist
These individuals can provide information and materials regarding regulation in child care and a safe child care environment. A list of these individuals may be obtained from the county child care certifier.

Local Offices for Benevolent Organizations (Red Cross, March or Dimes, etc.)
These agencies often have a great deal of informational materials for parents and children as well as curriculum packages for preschool and early elementary school children.

November 1988

SAMPLE GROUP PROCESS ACTIVITIES

Individual Activities

Diary/Journal: Ask participants to keep a diary of their activities in relation to child care publicity from meeting to meeting.

List: Raise a topic, such as, "What are the needs of working parents in this community?" and ask each participant to make a list of at least five points.

Sentence Completion: Prepare a sheet of open-ended sentences and ask members to complete the sentences as they enter the meeting room. Share some of the responses. For example:

* If a parent is looking for child care in my community, s/he ...
* If a person thinks of starting a child care center in our community s/he would seek help from...

Small Group Activities

Focused Discussion: Give each small group a specific problem to address, such as: "What are all the sources for training for child care providers in this community?" After each group has 5 - 10 minutes to brainstorm, the groups share with each other.

Visions: Ask each group to visualize (in writing) the "child care center of their dreams" or "a community that fully integrates children/adults with disabilities." The group brainstorms the components of pieces they envision and then shares their vision with the full group.

Role Play: Help members address sticky issues through a role play. For example, play a child care licensor and potential child care provider or a parent who is seeking child care services from a provider.

Full Group Activities

Brainstorming: Ask members to think of all the possible ways to solve a specific child care problem, such as how to obtain positive publicity for child care in their community. Every suggestion is accepted and written on chart paper; later the group can prioritize the solutions they choose to pursue.

Word Association: Ask members to shout out any word that comes to their mind when you say the "Child care;" or the word "parent." Jot down each word on chart paper.

Guided Imagery: Prepare a short story, such as "A Day in the Life of a Child Care Provider," and ask members to close their eyes while you read the story.

Opening Activities

Introductions: Ask each member to share about herself; you might suggest a favorite song or favorite "cute-child" story.

Needs Assessment: Ask each member to share one think she hopes is accomplished at this meeting.

Closing Activities

Evaluations: Ask participants to evaluate their response to the meeting with a smiling face, straight face or sad face drawn on a piece of paper. Ask about: how comfortable they felt; if their ideas were respected.

Recall: Before the group departs, review the work assignments members have accepted during the meeting.

APPENDIX L

CHILD CARE NEEDS IN OCONTO COUNTY

Need for Increased Child Care/Education Service

* Some areas of the county do not have ANY regulated child care services available for parents.
* Care for school-aged children is needed before and after school.
* There is no night care provided by regulated child care providers.
* There is no licensed care for shift workers in the county.
* Infant/toddler care is in great demand.
* Part-time and drop-in child care is needed.
* There is no sick child care provided by regulated child care providers.
* There is a need for regulated child care services for handicapped children.
* There is a need for respite child care services.
* Information and resources need to be available on regulated care and how to become a provider.
* There needs to be information sharing on funding sources for starting/expanding child care services as well as education funding.
* There is a need for transportation, especially for children attending Head Start and regular school to and from child care providers.
* Since Learnfare is now in effect, teen-age parents will need assistance and their special needs must be addressed.

Public Information/Education Needs:

* Illegally unlicensed child care exists.
* Illegally unlicensed child care is not covered by homeowner's insurance.
* Parents and providers often do not understand the need for training to serve other people's children competently.
* Parents and providers may be ill-informed about the need for liability insurance.
* The public needs information about choosing quality child care.
* Information given about the regulation of child care is sometimes inaccurate.
* Parents need to be informed that quality day care may cost more than babysitting services but that they need to be concerned about quality care.

Need For Assistance For Early Childhood Teachers/Administration:

* It is difficult to obtain the 15 hours of continued education required of providers each year.
* Providers often do not understand the value of on-going training for persons who care for other people's children.
* Providers need training in small business administration to both begin a business and continue as a viable operation.
* There is a need for substitute providers for regulated child care providers.
* There is a need for networking within regulated providers. A support group would be helpful.

Need For Funding For Child Care:

* Parents often find it hard to pay the high cost of quality child care.
* There is a need for funding to start-up and expand child care services.
* Providers need funding to defray cost of meeting education requirements of regulated care.
* Without adequate funding to pay a living wage to providers, it is difficult to retain qualified providers and consistency in child care services.

Strengths Of Early Childhood In The County:

* There is Head Start in Oconto County - a positive impact on early childhood years.
* There are rural people interested in becoming regulated providers.
* There is funding available for training.
* There is a central meeting place for a support group for providers.
* Department of Social Services will provide a list of certified providers.
* The Child Care Food Program is available.
* The Public Health Nurses are very concerned about quality child care and are willing to be of assistance to providers and parents.
* The County Home Economist is also very concerned about quality child care and has a wealth of resources to share.
* There are five day care centers, fourteen certified providers, one nursery school, one pre-school as well as Head Start in the county.

STRATEGIES TO MEET THE CHILD CARE/EDUCATION NEEDS

Education/Public Information:

* Forum on Quality Child Care-information on regulated care, how to become provider, how to start own child care business and continued education sessions for providers, such as activity training, child abuse and neglect training.
* Articles on quality child care in local newspapers and on radio.
* Develop a Child Care Service Directory listing providers and information on choosing quality care.
* Investigate offering more continued education classes locally through Northeast Technical Institute or other provider.
* Develop networking and support group with regulated providers.
* Find resources for small business training.
* Investigate sliding fee scales for parents.
* Investigate transportation problems with local schools and transportation providers.
* Research need for different and expanded services and whether existing providers could incorporate these services into their program.

(The above three points could be grouped under increasing child care services.)

* High school administrators should be approached to consider offering child care certification for students through the Home Economics Department as offered at Plymouth High School - thereby increasing pool of providers as well as offering future parents training on early childhood development.

The WCCIP will provide training at the Planning Committee meetings as requested by the committees. Suggestions were: requirements of regulated child care, video on Working Women developed by the Women's Employment Project (available through WPS), video on Choosing Quality Child Care (WCCIP copy), and on activities for providers. Other services available are:

* Child Care Start-Up Packets,
* on-site consultation to start-up or expand child care services,
* telephone consultation,
* mini-grants of up to $200.00,
* Forum for Potential Child Care Providers.

APPENDIX M

MEETING NOTICE

DODGE COUNTY COMMUNITY CHILD CARE PLANNING COMMITTEE

Wednesday, July 16th
7:00 - 9:00 p.m.
Dodge County Office Building
University Extension Conference Room
Juneau

AGENDA

7:00 Introductions/Information Sharing

7:20 Early Childhood Program Forum
Each member will be asked to describe their own program, whether child care, social services, health or parent education, etc. in nature.

8:00 Sub-Committee Reports and Follow Up Action
* Early Childhood Directory
* Newspaper Articles
* Professional Early Childhood Organization

8:30 Update Task Plan to Reflect New Tasks
* Information Packet for Parents
* Radio Talk Show
* Inserts in School, etc. Newsletters
* Mini-Conference for Potential Providers

8:55 Set Next Meeting
* Wednesday, September 17th?

9:00 Adjourn
Have a Safe Drive Home

APPENDIX M

DODGE COUNTY COMMUNITY CHILD CARE PLANNING COMMITTEE

MEETING NOTICE

Wednesday, September 17, 1986
7:00 - 9:00 p.m.
Community Care for Kids
130 East Maple
Beaver Dam

AGENDA

7:00 p.m.	Information Sharing
7:30 p.m.	Video Tape "Wisconsin Day Care Policy Issues" David B. Edie - DHSS Day Care Coordinator Office Children, Youth and Families
8:15 p.m.	Review Early Childhood Directory * Make corrections * Make plan for distribution
8:45 p.m.	Define Additional Tasks of the Group
8:55 p.m.	Set Next Meeting (December 3rd?)
9:00 p.m.	Adjourn

APPENDIX M

Please Post

Everything You Need to Know to Become a Child Care Provider

Monday, May 19, 1986
7:00 - 8:30 PM
City Building Conference Room
Mondovi, WI

AGENDA

7:00 Overview to What We Know About What is High Quality Child Care
-Wendy Hinrichs Sanders, Wisconsin Child Care Improvement Project

7:15 Panel Presentation

* What is involved in becoming licensed for group or family day care
-Nancy McCarthy, Western Region DHSS Child Care Licensing Specialist

* What is involved in becoming certified to provide child care to three or less children
-Voyian Richards, Buffalo County Department of Social Services

* How the Child Care Food Program can help you
-Mary Barnes, Western Dairyland EOC Food Program

* Why Become Licensed or Certified?
-Joan Garlick, Center Manager, Mondovi Head Start/Day Care
-Dottie Lillo, Family Day Care Provider, Eau Claire

* How Taxes Can Work to Help You Financially
-Lucille Curtis, Director, Western Dairyland Head Start, Whitehall

8:15 Questions and Answers of the Panel Members

8:30 Adjourn
Please fill out the evaluation form for this evening and Have a Safe Drive Home!

Resource materials and lists will be available to all participants.

APPENDIX M

WISCONSIN
CHILD CARE IMPROVEMENT PROJECT
PO BOX 369
HAYWARD, WISCONSIN 54843

MEETING NOTICE

DODGE COUNTY CHILD CARE PLANNING COMMITTEE

Wednesday, March 12, 1986
Community Care, Inc. Adult Conference Room
130 East Maple
Beaver Dam, WI. 53916
885-9472
7:00-10:00 PM

AGENDA

7:00 Historical Perspective on Child Care in Wisconsin
* Needs *Strengths *Strategies

Overview to the Wisconsin Child Care Improvement Project
* Funding * Concept *Goals and Objectives
-Wendy Hinrichs Sanders, Project Director-

7:30 Introductions of Committee Members
*Please be prepared to share one need for child care in Dodge County that you are aware of through your job, your clients, your personal life, etc.

8:00 Small Groups
* Identify Strengths of Child Care in Dodge County
* Brainstorm Strategies for Overcoming Needs of Child Care in Dodge County

8:45 Break

9:00 Full Group
* Share strengths and strategies identified in small groups

9:15 Dodge County Community Child Care Planning Committee "Special Project " Concept
* Brainstorm ideas for "Special Project"

9:45 Next Meeting Plans
* Chairperson to Volunteer
* Recorder to Volunteer
* Set Date * Set Agenda

10:00 Adjourn

NOTE: A vast array of Resource Materials will be on display.

APPENDIX M

DODGE COUNTY COMMUNITY CHILD CARE PLANNING COMMITTEE

MEETING NOTICE

Thursday, December 4, 1986
7:00 - 9:00 p.m.
Omen's Child Care Center
714 North Center
Beaver Dam

AGENDA

7:00	Information Exchange
7:30	Review Accomplished Tasks 1. Early Childhood Directory 2. Information session on starting child care
8:00	New Business 1. Future plans for the Professional Early Childhood organization
8:30	Social Hour
9:00	Adjourn

Have a safe drive home.

Grant:_____
Objective:_____

APPENDIX N

WISCONSIN CHILD CARE IMPROVEMENT PROJECT
Contact Card

Name:_____ Position:_____
Center/Home/Agency:_____
Street/Box:_____
City:_____ State:_____ Zip:_____
Telephone:_____ County:_____ Region:_____
Date:_____ Consortium Member:_____
Center:_____ Family Day Care:_____
Public School:_____ Private School:_____
County Agency:_____ State Agency:_____
Private Agency:_____ New:_____Existing:_____
_____Telephone _____Conference _____Mail _____Meeting _____Other:_____
Amount of time:_____ Topic:_____
Reason for Contact:

Assistance Provided:

Publications:

Referral to:

Follow-Up:

APPENDIX O

WISCONSIN CHILD CARE IMPROVEMENT PROJECT
SURVEY OF CHILD CARE SERVICES BEGAN/EXPANDED

Please complete this survey to help us identify the status of potential child care providers assisted during the year by the Wisconsin Child Care Improvement Project. Please return to: WCCIP, P.O. Box 369, Hayward, WI 54843, using this self-mailer by Jan. 15, 1989.

Child Care Program:_____
Contact Person:_____
Address:_____
City:_____ County:_____ Zip:_____
Telephone:_____

1. Did you actually begin or expand operation of a child care program? ___Yes ___No
   If YES, please give date operation began:_____
   If NO, please describe your reasons for not going into operation:_____

2. Type of program began:
   _____Center _____Part Day Program
   _____Family Day Care _____Full Day Program
   _____Certified Provider
   Months of operation:_____

3. Licensed capacity January 1988:_____
   Ages of children served:_____
   Number (approximate) of children served:_____
   Licensed capacity December 1988:_____
   Ages of children served:_____
   Number (approximate) of children served:_____

4. Are you involved in the child care food program?
   Yes_____ No_____
   If yes, what agency is your sponsor:
   ___WESTCAP ____Busy Bee
   ___WECA/AEYC ____Western Dairyland
   ___Marshfield ____Discovery
   ___Dane 4-C ____Silver Spring
   ___Milwaukee 4-C ____Self-Sponsor/DPI

5. Please check off all of the specialty child care services you provide.
   ___Cross-generational Care (young children & the elderly)
   ___Handicapped Children - mainstreamed
   ___Head Start
   ___Head Start/ Day Care Combination
   ___Nursery School
   ___Migrant Children
   ___Evening/Night
   ___Weekend Care
   ___Campus Child
   ___Employer Supported
   ___Employer Sponsored
   ___Other
   ___Other

6. Please describe any ways in which the Wisconsin Child Care Improvement Project has been of help to you:
   ___on site technical assistance ___workshop/seminar/ETN
   ___written materials ___telephone consultation
   ___mini-grant ___resource lists
   Comments:_____

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APPENDIX P

WISCONSIN CHILD CARE IMPROVEMENT PROJECT
Burnett County Community Early Childhood Planning Committee
Summary of Accomplishments

1. Public Information/Education
   * Newspaper article placed on child care regulation
   * Radio talk shows on child care quality and on choosing child care in August (WCSW-Shell Lake)
   * Distributed WCCIP Child Care Press Kits to 2 county newspapers
   * Distributed over 3,000 Choosing Child Care Placemats throughout the county during Week of the Young Child
   * Extension Home Economist prepared articles on child care for Week of the Young Child
   * Prepared and distributed over 400 copies of the Burnett County Early Childhood Directory
   * Distributed over 1,000 Choosing Child Care brochures
   * Conducted a booth on Child Care at the two Burnett County Fairs in July
   * Conducted 6 meetings of the Community Child Care Planning Committee

2. Improve Child Care Quality
   * Conducted radio talk shows on child care quality
   * Co-sponsored Early Childhood Workshop in Hayward
   * Provided scholarships to the Wisconsin Family Day Care Association Conference in Eau Claire in May
   * Awarded two mini-grants to improve child care programs in Webster
   * Extension Home Economist presented

3. Increase the Availability/Consistency of Child Care and Support Providers
   * Conducted radio interview on the need for child care providers (WCMP)
   * Submitted public service announcement to local radio stations on the need for child care
   * Awarded mini-grants to start up two child care programs in the county: Siren, Webster
   * Distributed 58 WCCIP Child Care Start-Up Packets
   * Co-sponsored an Employer Luncheon to encourage employer support for child care services
   * Conducted 2 Child Care Open Houses for potential child care providers in August with over 20 persons
   * Provided an information session on child care certification and licensing in April

4. Funding for Child Care
   * Awarded 4 mini-grants (previously noted) of $100 each
   * Shared information at each meeting about welfare reform funds, child care tuition assistance funds, and public policy changes
   * Shared information on the Child Care Food Program in March
   * Distributed 30 copies of the WCCIP Child Care Funding Directory

WISCONSIN CHILD CARE IMPROVEMENT PROJECT

Community Child Care Planning Committee Member Evaluation

1. If you regularly participated in your county's Community Child Care Planning Committee meetings, please share your reasons (check all that apply):

_____Keep abreast of child care/education issues
_____Service to my community
_____My personal committment to early childhood field
_____Opportunity to network with other early childhood professionals
_____Once I commit myself, I can't drop out
_____I can't say "No!"
_____Help my own child care/education program
_____To help my community recognize the importance of child care
_____Other; Please describe:_____

2. If you have not participated in your county's Community Child Care Planning Committee meetings, please share your reasons why not (check all that apply):

_____Don't find the information relevant to my work
_____The meetings were uninteresting
_____The meetings were poorly organized
_____I felt uncomfortable at the meeting
_____Nothing was accomplished
_____Didn't meet my needs
_____Couldn't afford the time
_____Other commitments
_____Other; Please describe:_____

3. What did you enjoy about the meetings?

4. What could have made the meetings better?

5. Please check your position:
_____Child care provider
___licensed
___certified
_____Public agency staff person
_____Parent
_____Concerned citizen
_____Local business employer
_____Other; Please describe:_____

6. How could we improve the work of the WCCI Project?

Please return this evaluation as soon as possible to:
Wisconsin Child Care Improvement Project
P.O. Box 369
Hayward, WI. 54843

WISCONSIN CHILD CARE IMPROVEMENT PROJECT
CONSORTIUM MEMBERS AND STAFF

CONSORTIUM

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B & J Learning Centers
900 Second Avenue South
Wisconsin Rapids, WI 54494
(715) 423-8555

Wisconsin Family Day Care Assoc.
Bev De Weese, Representative
N90 W17113 Highland Ct.
Menomonee Falls, WI 53051
(414) 255-5470

Wisconsin Child Care Admin. Assoc.
Jere Wallden, Representative
New Morning Nursery
3200 Monroe St.
Madison, WI 53711
(608) 233-0433

Community Coordinated Child Care of Dane County
Diane Adams, Executive Director
3200 Monroe St.
Madison, WI 53711
(608) 238-7338

Community Coordinated Child Care of Milwaukee
Lori Ohmes, Executive Director
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Milwaukee, WI 53205
(414) 933-5999

Children's Audit Project
UW Ext. Ctr. for Consumer Affairs
Patricia Mapp, Project Director
929 North 6th St.
Milwaukee, WI 53202
(414) 227-3250
or
Rm. 390
Home Economics Bldg.
UW-Madison
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WECA Administrative Asst.
Candace Meltesen - WECA Office

WCCI Project Secretary
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DHSS Contract Liaison
David B. Edie
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